DOCUMENT RESUME

ED 423 518 CS 013 294

TITLE	Tutoring Children in Reading and Writing: A Step-by-Step Guide. Book 2: Grades 1 & 2.
INSTITUTION	Family Learning Association, Bloomington, IN.; ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-00-00
NOTE	133p.; For Book 1, see CS 013 289.
CONTRACT	RR93002011
AVAILABLE FROM	Family Learning Association, P.O. Box 5249, Bloomington, IN 47407 ($12.95).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Grade 1; Grade 2; *Parent Participation; *Phonics; Primary Education; *Reading Aloud to Others; Reading Interests; *Reading Material Selection; *Reading Skills; *Tutoring; Word Recognition

ABSTRACT

Noting that parent involvement in student schoolwork ranks high as a cause of academic success for most children, this book helps parents act as tutors in reading and writing for their first- and second-grade children. It offers both general guidelines and specific strategies and activities to use for accomplishing specific objectives, such as improving decoding skills and using comprehension strategies. Activity sheets follow many of the lessons. After a word to parents and an introduction, chapters in the book are: (1) Sharing Books with Your Child; (2) Building Skills in Word Recognition: Phonics; (3) Understanding Word Structure and Memory Techniques; (4) Building Basic Comprehension Skills; (5) Finding Books Your Child Will Like: Interest Inventories; and (6) Trying Books on for Size: Readability Levels. A 16-item glossary; tips for tutoring; advice for helping children feel good about themselves; and a list of 57 preschool books, 51 read-aloud books and Internet sites, and 38 predictable books are included (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FOR PARENTS AND TUTORS

ED 423 518

Tutoring Children in Reading and Writing

A Step-by-Step Guide

- Helps focus learning
- Motivates Children
- Clear explanations
- Easy and effective activities
- Sample worksheets for children
- Phonics, writing, comprehension

CS013294

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BOOK 2:
GRADES 1 & 2

FAMILY LEARNING ASSOCIATION

Tutoring Children in Reading and Writing

A Step-by-Step Guide

BOOK 2: GRADES 1 & 2

FAMILY LEARNING ASSOCIATION

Copyright © 1998 by Family Learning Association

Co-published by
ERIC Clearinghouse on Reading, English, and Communication
Indiana University
Carl B. Smith, Director

Cover Design: David J. Smith

ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading, English, and Communication (ERIC/REC) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/REC also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002011. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Family Learning Association P. O. Box 5247 Bloomington, IN 47407
The Family Learning Association is a not-for-profit organization devoted to providing resources to families and to teachers who encourage a family learning environment.

ERIC/REC Advisory Board

Elaine M. Aoki
Title I Coordinator, Seattle Public Schools
Bush School
405 36th Avenue East
Seattle, WA 98103

Douglas Barnard
Associate Superintendent of Instruction
Mesa Public Schools
549 North Stapley Street
Mesa, AZ 85203

Neyland Clark
Superintendent, Kay County Schools
Cape Girardeau School District #63
61 North Clark
Cape Girardeau, MO 63701

James Gaudino
Executive Director, National
Communication Association
5105 Backlick Road, Building E
Annandale, VA 22003

Earlene Holland
Associate Director, Office of
Program Development
251 East Ohio Street, Room 229, State House
Indianapolis, IN 16204

Joan Irwin
Director of Publications,
International Reading Association
PO Box 8139
Newark, DE 19711

Robert Pavlich
Professor of English Education
Cardinal Stritch University
6801 North Yates Road
Milwaukee, WI 53217

Lenore Sandal
Editor, ASCD Whole Language Newsletter
33 Sherman Avenue
Rockville Center, NY 11570

Faith Schullstrom
Executive Director, NCTE
1111 W. Kenyon Road
Urbana, IL 61801

Josefina Tinajero
Director, Mother and Daughter Program
University of Texas
500 West University Avenue
El Paso, TX 79968

CONTENTS

A Word to Parents vii
Introduction: Getting Involved ix

❶ Sharing Books with Your child 1
The Reading Environment 2
Your Role as a Tutor 3
The Benefits of Home Tutoring 4
Guidelines for Book Sharing Conversations 5

❷ Building Skills in Word Recognition: Phonics 7
Use Context Clues 7
Decoding and Phonics 8
Use Phonics to Identify Words 9
The Five Rules of Phonics 81

❸ Understanding Word Structure and Memory Techniques 85
Word Structure 85
Memory Techniques 103
A Five -Step Strategy 108

❹ Building Basic Comprehension Skills 111
Skills and Meaning 111
Improving Your Child's Reading Comprehension 123

❺ Finding Books Your Child Will Like:
Interest Inventories 137

❻ Trying Books On for Size: Readability Levels 142

Glossary 145

APPENDIXES
A. Tips for Tutoring A-1
B. Help Your Children Feel Good about Themselves B-1
C. Lists of Books C-1
Preschool Books C-1
Read-Aloud Books C-3
Predictable Books C-6

A WORD TO PARENTS

Dear Parents,

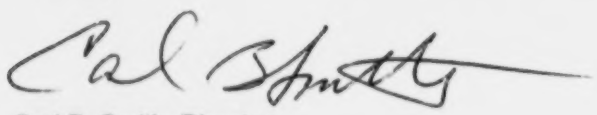
We are constantly exploring ways to offer practical information that will help you educate your children. That's why we have put these tutoring guidelines on the World Wide Web as well as in a standard book format.

Nothing benefits your children more than the time you spend on early reading and writing activities. Your interest and time will be rewarded by a matching interest in your children and by their accomplishments in the basic skills they need for continued success in all their school work.

This book gives you directions and sample activities for helping your children with typical first and second grade reading issues.

As your needs for information change, please continue to search our Website and our books. Continue, too, to let us know how we can help you solve the learning problems that you face as your children mature. We will do *our* best to serve your information needs.

Cordially,



Carl B. Smith, Director
ERIC/REC
www.indiana.edu/~ERIC_REC/

INTRODUCTION

Parent involvement in student schoolwork ranks high as a cause of academic success for most children. This guidebook shows you how to work with your primary grade child to succeed in the essential skills of reading and writing.

Learning to read and write fluently requires guidance and practice. Certainly, some guidance comes from the classroom teacher, as does a little time to practice. Most children, however, need more than classroom time in order to read and write well. That's where parents or other tutors are needed.

At home, parents provide the time for practice and the interactions that make reading meaningful, that make writing worth doing. Parents and other family members can give the children the personal attention that classroom teachers do not have time to give. Parents can listen, guide, and discuss matters in a way that convinces the child that reading and writing are important; they promote communication; they bring loved ones together in a fun, maybe challenging, relationship.

The point of this guidebook is to help parents act as tutors in reading and writing. You will find both general guidelines on how to act as a tutor for the benefit of your child and specific strategies and activities to use for accomplishing specific objectives, such as improving decoding skills and using comprehension strategies.

Activity sheets follow many of the lessons. These sheets may be used directly by your child if you see it as appropriate. These are only sample exercises, however, and you may need to add supplementary activity books designed to provide long term growth. The Family Learning Association publishes phonics, spelling, and writing books that will help with more extensive needs.

Chapter 1 shows you how to create a positive environment by sharing books with your child. You will also find suggestions on how to select books that you can read along with your child. This builds rapport and shows that with practice it becomes easier and easier to enjoy books and to learn from them.

Chapter 2 focuses on the basic skills needed to recognize words and especially to figure out new or difficult ones. When your child encounters an unfamiliar word, you can help him work through the problem and learn from it. One helpful approach involves *phonics*, a method that focuses on the relationship between written symbols and the sounds they represent. The word-identification strategies summarized in this chapter will give your child the confidence needed to figure out new words in the future.

Chapters 3 and 4 provide guidance and activities that help your child understand and remember important information. They show how to help your child recall details and discuss what is read so that she can retell a story and explain why she likes or dislikes it. As always, the purpose is to make sure your child understands that reading is meant to convey a message; the words must be understood, not just decoded and spoken.

Chapter 5 shows you how to use an informal Interest Inventory to find out what your child likes to read and to learn about. **Chapter 6** deals with the question of reading level: How can you tell if a book matches your child's abilities? In this chapter you will find out how to check passages in books to see if they are right for your child.

Appendix A provides a list of tips to keep in mind as you tutor your child. **Appendix B** gives suggestions on ways to help children build self-esteem. **Appendix C** gives a list of resources that you can use to help your child with reading. In addition to books there are data bases, names of associations, and Websites that will help you in your efforts.

❶

SHARING BOOKS WITH YOUR CHILD

"I've been to school for a whole week and I haven't learned how to read *yet*!"

Comments like this are not unusual when first-graders go off to school. Many children expect to learn how to read *right now*, and they are understandably miffed when it doesn't happen. Even though the ability to read well will take longer than they realized, it is still true that children do know a lot about reading even before they begin school.

Reading and writing begin long before the first grade. Cues are picked up from TV, from various print media, from street signs and business signs, and from parents and others. These and other factors affect children's attitude and sense of direction and determine what kind of readers and writers they will become. Parents can do much to help children develop a desire to learn and a curiosity about the printed word.

Early experiences shape your child's opinion of reading. As a parent, you are in a position to help by establishing a positive attitude right from the start. You can also help your child overcome some of the hurdles that may come along. The more you do to offer your support and guidance, and the more you do to make reading interesting and meaningful, the more likely your child is to succeed.

❑ The Reading Environment

There are several ways you can show your child that reading is an important part of everyday life.

Let your child see you read.

As your child's first and most influential model, you show the value of reading by letting her see you read often. This sends a message by example: "Reading must be important because mom and dad read all the time."

Read to your child.

This shows that reading is a personal communication, a warm and friendly experience. Even reading the newspaper aloud begins a relationship that grows as you read children's books to your child and then along with her. Some parents make bedtime reading a nightly ritual that lasts for many years.

Respond to your child's questions.

Although the endless questions asked by young children can become exasperating at times, it's important to remember that they must ask questions in order to learn. Treat these questions as important opportunities for *you* to learn as well. Although many questions can be answered from your own experience and knowledge, some of them may stump you. These are the ones that give you the opportunity to show your child how important reading can be as you go to an encyclopedia or other source to find the answer. This sends another important message to your child: "We can find the answer in books."

Keep plenty of reading material handy.

Place books, magazines, and newspapers in prominent places and encourage everyone to use them. Read to each other and write to each other, even if it's only a note on the refrigerator. This creates a positive attitude and shows that reading and writing are useful, fun, and important.

❑ Your Role as a Tutor

Classroom teachers decide how to approach reading instruction, and they select reading materials that will be used in class. Parents can play a valuable supporting role as tutors at home. You can do this by helping your child discover that the things he's learning about reading and writing in school also apply to the real world. You can also let him know that he can be successful as he learns to read and write.

At home, you can work on reading at a pace that suits your child in a setting that is comfortable. Is a card table a good spot? Is there a blackboard in the kitchen? Can you concentrate when you're on the porch swing? You can make the decisions that provide the best learning environment for your child.

As a tutor, you can help to keep your child's attention on the purpose at hand. When a reading assignment is brought home, provide friendly guidance and encouragement by doing these things:

Keep your child focused on the activity.

What is the purpose of the assignment? What are you trying to learn? If your child understands *why* you are doing something, it will obviously help to create a positive environment.

Keep your child on target.

Are you achieving the goal? Are you learning anything yet? If your child realizes that he is learning specific things and is making progress toward the goal, this will also help to encourage him.

Answer your child's questions.

Is progress slowed because your child isn't quite sure what to do? Try to clarify directions or explain words and concepts whenever necessary.

Practice reading together.

Use the reading assignment as an opportunity to read together and to learn together. Ask your child to read to you, and be willing to read to him.

❑ The Benefits of Home Tutoring

When you show your interest by helping your child practice reading at home, you make a valuable contribution simply by offering a place to learn that is free from the distractions and competitive pressures of the classroom. The home is the ideal place to let your child know that she's making progress, that she can figure out the answers, that her ideas are interesting, and that you know she is working and you appreciate it.

In order to offer your child a taste of success, it's important to begin with activities that are within her abilities. As exercises become more challenging, it's important to continue offering encouragement. When progress is slower, be sure to point out that you realize the exercises are difficult and that your child is making steady progress.

Creating a positive environment means more than just encouraging your child with compliments about her efforts. She also needs to see that she is making progress, and it is important to provide the resources needed to do school work successfully. One incentive for hard work is the chance for your child to show what she can do. Listen to her read, and ask her to retell a story in her own words. When she has written a summary of a story or an opinion about it, read her paper aloud and discuss her ideas with pride. She has worked hard; now it's her turn to receive recognition.

When things are moving more slowly, it's natural for your child to become impatient and decide that reading just isn't worth the effort. Here is where your influence as a role model is most important. If your child sees that you value your own education, then she is likely to adopt the same view of learning. Reading and doing well in school will take on new meaning and importance in your child's mind.

❑ Guidelines for Book Sharing Conversations*

Here are some tips that can help you start to talk about the books you read with your kids. They will also help you keep conversations going once they start.

Avoid dead-end questions.

If you want to start a conversation with your child, avoid questions that require a "yes" or "no" or a single right answer. Ask questions that are open-ended: "*How* did they get out of that tight spot?" or "*Why* do you suppose that happened?" or "*What* would you do in the same situation?" In particular, don't shy away from questions whose answers you don't know. Your goal is to talk about what you've read and to share ideas with your child, not to give a test.

Repeat and extend your child's statements.

Often it helps to repeat the last few words of your child's statement. This can serve as an invitation for her to explain or elaborate on what she has said. You might also pick up on some part of your child's conversation and expand on it.

If he says "My favorite book is *Where the Wild Things Are*," you might ask, "What happens in the book that makes it your favorite?" When you incorporate your child's own words into your reaction, you strengthen her confidence in her own verbal skills and let her know that her opinions and ideas have value.

Share your own thoughts and reactions to books.

Children usually take their first cues about how to behave from us. You can encourage your child to express opinions about what you read by voicing your own reactions. For example, if you and your child are discussing a story about someone who was lost in the wilderness, you might express a personal reaction by saying, "I wonder if I could have figured out how to keep warm and find something to eat if I were wandering around in the woods?"

*(Reprinted with permission from *Connect!* EDINFO Press, 1994.)

Define and reflect feelings.

If your child hesitates to express reactions to a book or story, you might help to make her feelings more specific by making a guess as to what they might be. For instance, if your child seems upset by something that happened in a story, you might say, "You look worried. Does this story remind you of something that made you feel uneasy?" This gentle approach is more likely to get a child to talk about feelings than directly asking, "What's wrong?"

Observe cues.

Your child will probably give you hints that let you know when she is ready to end a conversations. When she starts staring into space or giving silly responses, it's probably time to stop.

Respond in writing.

Share your thoughts quickly, in writing. You and your child can each write a sentence or two to reflect upon your reaction to a story. These sentences may then lead to a longer discussion about what you found valuable or interesting in the story. You may even want to draw pictures as part of your response.

❷

BUILDING SKILLS IN WORD RECOGNITION: PHONICS

As your child learns to read, she will occasionally encounter difficult or unfamiliar words. In this chapter we will show that there is a logical process your child can follow to figure out words that are new or challenging.

❑ Use Context Clues

In your role as a tutor, it is important to help your child remain focused on the big picture. If she stumbles on a word and asks for help in pronunciation, begin by asking the following question:

"What word makes sense there?"

This may seem obvious, but children sometimes get so bogged down by an unfamiliar word that they forget to look at the surrounding words for guidance. For example, suppose your child encountered this sentence:

The *crow* flew up into the tree.

If your child is stumped by the word *crow*, then ask "What can fly up into a tree?" The most obvious answer would be *bird*, and it would make sense for your child to give this response. Since *bird* is not the word in question here, you can move on to the next step by helping your child look at the letters and sounds of the unfamiliar word in order to figure out what it really is.

❑ Decoding and Phonics

The ability to decode the printed page is an obvious basic skill. When your child decodes printed words, she searches for the right match between letters and sounds in order to figure out pronunciation. The word *phonics* refers to this process of matching written symbols with the sounds they represent.

In the sentence given earlier, you can help your child look at the word *crow* by asking these questions:

"What word begins with the same sound?"

"Do you see any familiar patterns that could help you sound it out?"

By asking these questions, you help your child approach decoding problems logically and with an understanding that the words should make sense. On the following pages we will look at some of the specific ways your child can discover the match between letters and sounds.

By the age of five or six, most children begin formal reading instruction in school. At this time, your child has become quite adept at listening to a stream of language sounds and knowing what it all means. Learning to read is partly a process of keeping the overall message in mind and partly a process of picking up enough written cues to trigger a speech-like flow of language.

Although there is no magic set of phonics rules that will automatically make reading easy for your child, there are a number of guidelines and practice activities that can help. We will introduce these as we go along.

❑ Use Phonics to Identify Words

Before your child can translate written symbols into word sounds (and vice versa), he must master the connection between language that is *heard* and language that is *seen*. Although the link between spoken and written English is not always obvious, your child must deal with the sound-symbol relationship of the alphabet in order to learn to read. Even though there are many rules for the spelling and writing of English, a few of them are used very often and can be understood by young readers.

First of all, your child should understand that the alphabet is divided into consonants and vowels. The vowel letters are **a**, **e**, **i**, **o**, and **u**; the letter **y** can be a vowel in words such as *try* and *baby*, and the letter **w** often follows **o** to form the long **o** sound in *low* and *snow*. The other letters of the alphabet are consonants.

Vowels will be discussed more fully a little later. We will begin by looking at consonants, which usually have a close match between letters and sounds.

Consonants

Consonants interrupt and modify vowel sounds, turning them into recognizable words. For example, adding the **d** sound at the beginning of the **ay** vowel gives us the word *day*; changing the initial consonant to **s** gives us a different word, *say*. Because many consonant sounds are consistently spelled with certain letters, we will begin by focusing on them.

Initial consonants

Many words begin with consonant sounds, and many of these sounds are spelled with consonant letters that fit reliable patterns. Here are some examples that illustrate a number of consonant letters and the sounds they represent at the beginning of simple words.

b	big, boy, bad, bed, box	**m**	man, make, me, my, much
d	dad, dig, dog, day, did	**n**	no, not, need, now, nice
f	fat, fun, fish, fix, fox	**p**	pet, pig, pat, pick, put
g	get, go, good, got, give	**r**	red, read, ride, run, rock
h	hit, hot, hide, hat, her	**s**	sad, say, so, sit, see
j	jump, just, jam, jet, job	**t**	to, top, time, take, tell
k	kind, kite, kid, king, kick	**w**	we, will, with, wait, went
l	let, like, look, lake, line	**z**	zip, zoo, zone

In order to help your child become familiar with these initial consonants, you can use exercises such as those on the following page.

Exercises: Recognizing initial consonants

Print some words such as those given on the preceding page. You can print single words on individual cards, or you can print several words in a row on a piece of paper. Do not print a separate letter as was done in previous exercises. There are several ways you can use these words.

1. Point to the first letter of each word. Ask your child which letter of the alphabet is used.

2. Point to in one word and say the word. Ask which letter is used. Then move to another word that begins with a different consonant letter. Move around freely so that each word you select begins with a new consonant.

3. Ask your child which words begin with **b** or with **d** or with any other consonant. If your child can not read the word, read it aloud for her. For a more challenging exercise, ask your child to think of another word beginning with a particular letter.

4. Say some words not on the list. Make sure they begin with clear consonants. Ask your child which letter they begin with.

5. Write individual consonants on separate cards. Ask your child for some words that begin with each consonant.

6. Make up some nonsense words that begin with consonants. Here are few possibilities:

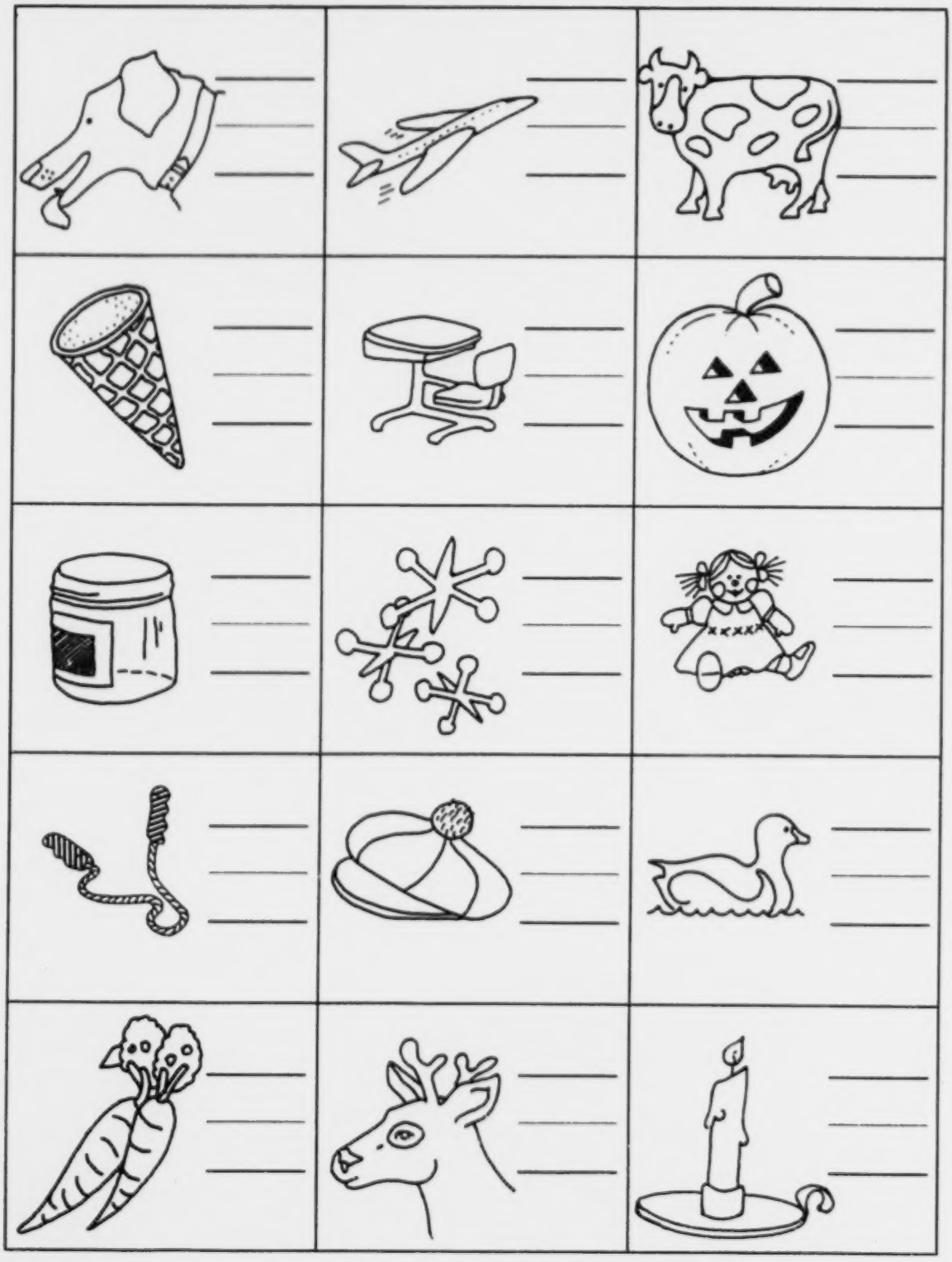
GUG	BAZ	FOJ	LEV
MIP	POZ	TOB	NEP

Say each "word" and ask your child for the letter that is heard at the beginning. You may also want to ask your child for another real word that begins with the same letter.

SAMPLE WORD CARDS

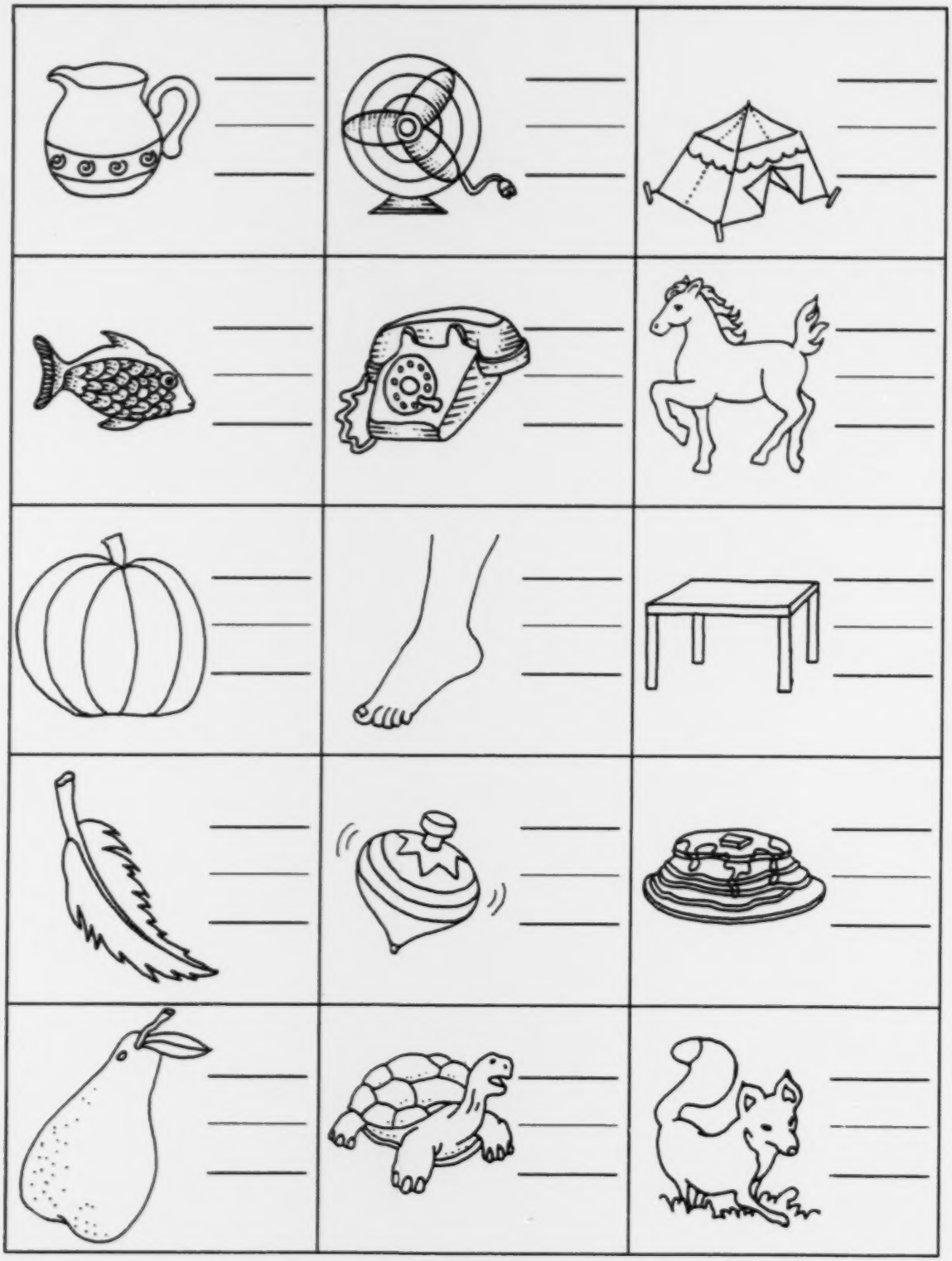
Beginning Consonant Sounds—c, d, j

Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.



Beginning Consonant Sounds—f, p, t

Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.



Beginning Consonant Sounds—k, w, y

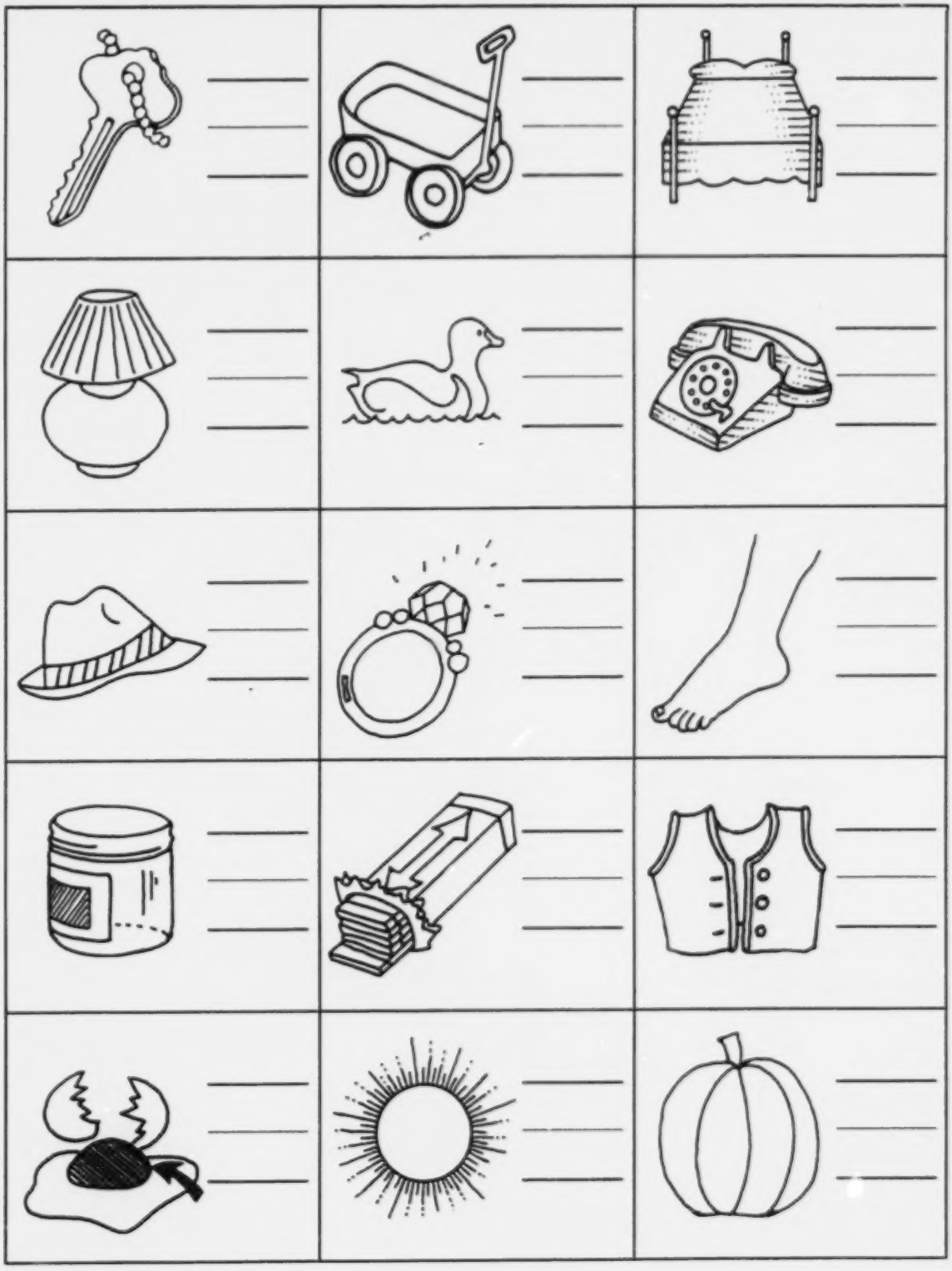
Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.

Beginning Consonant Sounds—l, n, v

Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.

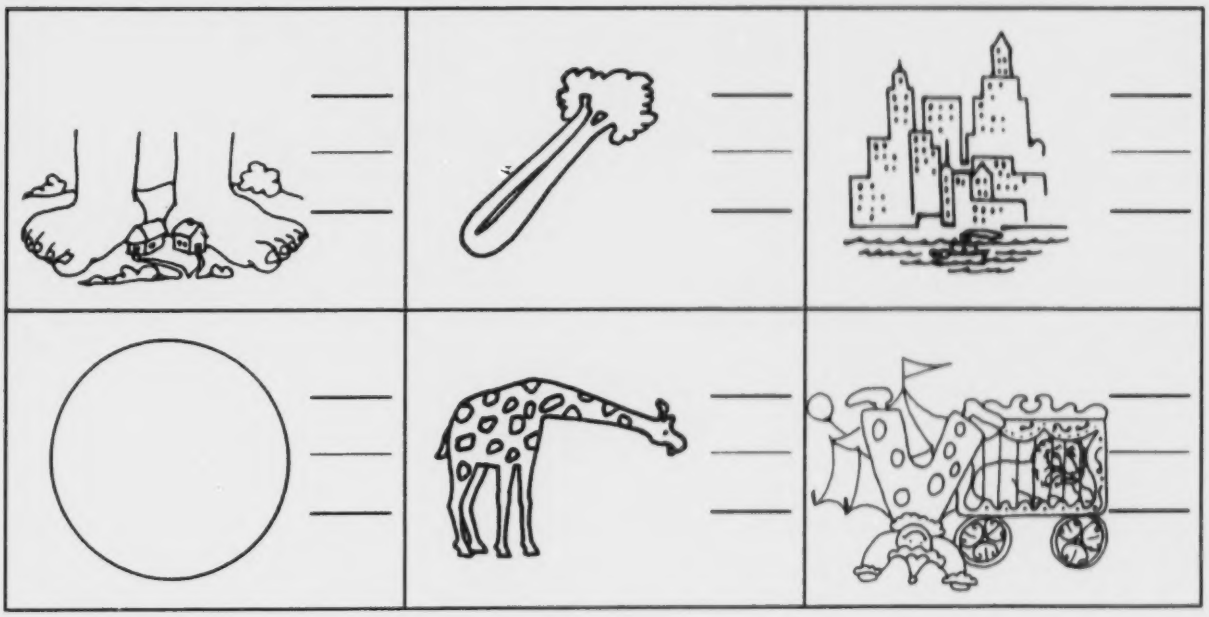
Review Beginning Consonant Sounds

Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.



Beginning Consonant Sounds

Directions: Top – Say the name of each picture. Write the letter of the beginning sound of each picture.
Bottom – Write the correct word for each blank.



1. I liked the story about the _____. your giant
2. George has a _____ tree. did cedar
3. Our dog is very _____. gentle idea
4. Plants will not grow in _____. jumps cement
5. We don't play in the _____. cellar into
6. I can draw _____ on my paper. hold circles

Final consonants

Many words also end with consonant sounds. Here are some of the most important ones for the early grades.

d	red, had, did, dad, good
g	big, bag, rug, bug, frog
m	him, from, jam, drum, ham
n	run, fun, ran, pan, sun
p	hop, top, tip, stop, tap
t	cat, but, not, hit, pet

Some words end with a consonant sound that is spelled with doubled letters. Other words end with two consonant letters that represent a single sound. Here are some patterns that are often used.

ll	will, hill, well, bell, ball
ss	pass, miss, less, guess, fuss
ck	pick, pack, luck, neck, rock

Exercises: Recognizing final consonants

Follow procedures similar to those given for recognizing initial consonants. Print words on cards or on a piece of paper; make sure each word ends with a single consonant or with the spellings **ll**, **ss**, and **ck** as shown in the preceding lists.

1. Point to the last letter (or pair of letters) in each word. Ask your child which consonant it is and what its sound is. At first, use several words ending with **d**, several ending with **g**, and so on.

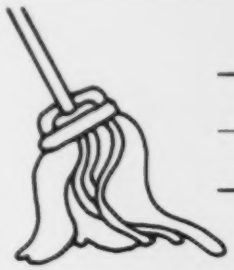
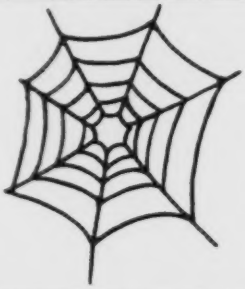
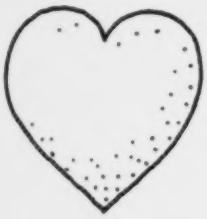
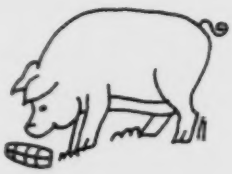
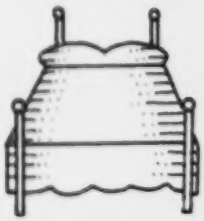
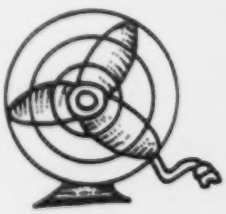
2. Point to the final consonant in selected words. Say the word and ask what the letter and sound is.

3. Ask your child for some words that end with the same consonant endings that you have been practicing. Here are some possibilities:

bad, **mad**, **pad**, **sad**, **fed**, **hid**, **mud**
rag, **sag**, **tag**, **dig**, **fig**, **pig**, **log**
hum, **dim**, **gum**, **ram**
fan, **man**, **tin**, **pin**, **win**
map, **nap**, **dip**, **lip**, **sip**, **mop**
fat, **bat**, **hat**, **sat**, **get**, **wet**, **hot**
tell, **sell**, **fell**, **tall**, **wall**, **fill**, **pill**
mess, **glass**, **hiss**, **brass**, **grass**
back, **sack**, **tack**, **sick**, **deck**, **peck**

Review Ending Consonant Sounds

Directions: Say the name of each picture. Write the letter of the ending sound of each picture.

 ___ ___ ___	 ___ ___ ___	 ___ ___ ___
___ ___ ___	 ___ ___ ___	___ ___ ___
 ___ ___ ___	___ ___ ___	___ ___ ___
 ___ ___ ___	___ ___ ___	___ ___ ___
___ ___ ___	___ ___ ___	___ ___ ___

Ending Consonants

Riddles—Practice sound-symbol association of end consonants

Description—Print riddles on cards. Use the samples provided and make up some of your own.

I'm thinking of a word
that ends like bread.
It is a place to sleep.
What is it?
(bed)

I'm thinking of a word the
ends like miss.
Father uses a mover
on it.
What is it?
(grass)

I'm thinking of a word the
ends like man.
It is a time when we
have lunch.
What is it?
(noon)

I'm thinking of a word the
ends like stop.
You use it to
find directions.
What is it?
(map)

I'm thinking of a word the
ends like lit.
You wear it when it
is cold.
What is it?
(hat)

Materials	**Directions**	**Variation**
1. Cardboard or stiff paper for cards 2. Paper	Read a riddle and ask for the correct word. After your child answers the riddle, have him write the final consonant on a piece of paper.	This activity could be used for initial consonants, blends, and digraphs.

Ending Consonants

Purpose—Practice substitution of final consonants

Directions—Student reads the sentence and writes a word that fits in the blank by changing the final consonant. Answers are *bus, cut, cap, bat, hit, bit, hid, paid, bed, cat.*

1. Father goes to work in a _____. but
2. Mother will _____ the cake. cup
3. Bob lost his baseball _____. cat
4. Pat's _____ is on the field. bag
5. The car _____ the tree. his
6. The dog _____ my hand. big
7. Bill _____ under his bed. hip
8. I _____ the bill. pail
9. Sue has a new _____. bet
10. We have a new black and white _____. can

Vowels

Vowels are sound elements of our language that represent the open, unblocked sounds of words and can be pronounced easily even when separated from words. Many vowel sounds can be spelled in more than one way.

Vowel sounds can be long or short. They are long when pronounced as they are named in the alphabet. You also hear long vowels at the beginning of words such as *age, eat, ice, owe,* and *use*. The same letters can represent short-vowel sounds at the beginning of words such as *at, egg, it, odd,* and *up*. We will focus on reliable patterns that are used to spell short and long vowels.

Short vowels

A few words begin with short-vowel sounds: for example, the short **a** in *at* and *an*, the short **i** in *if* and *it*; and the short **u** in *up* and *us*.

Many more words that have short vowels follow the **CVC pattern**: Consonant-Vowel-Consonant. This means that the word begins with a consonant letter followed by a vowel letter and a final consonant: C-A-T, for example.

In words of this type, the vowel sound is usually *short* and is spelled with the *corresponding letter of the alphabet*: short **a** is spelled with *a* (as in *cat*); short **e** is spelled with *e* (as in *red*); and so on. Here are some examples:

Short **a**	had, man, can, pat, ran
Short **e**	red, yes, bed, pet, get
Short **i**	big, did, pig, sit, him
Short **o**	hot, not, hop, top, got
Short **u**	bug, rug, mud, cut, bus

Exercises: Short vowels

1. On cards write some words that begin with short vowels (such as *at, am, an, as, is, if, it, us, up*). Show each card or point to each word and ask your child to say the word. Then ask your child to say the word again and listen to the short vowel sound at the beginning of each word.

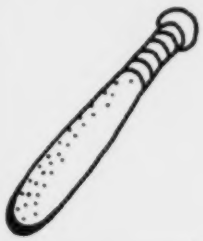
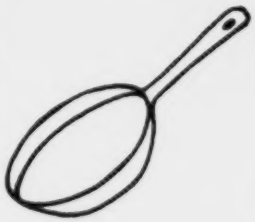
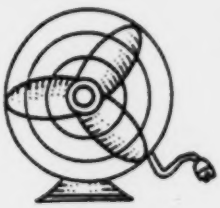
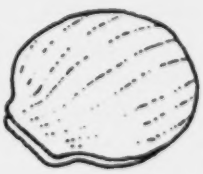
2. Write CVC pattern words on cards, for example, *cat*, *red*, *big*, and so on. Point to individual words and ask your child to say the words listening for the vowel sound. Does she notice that these three-letter words have short vowel sounds?

3. There are a large number of short-vowel CVC words. Say some words with short vowels and ask your child to give you another word with the same vowel sound. At first these can be rhyming words: *fat—cat; bed—red; big—pig;* and so on.

4. Later, your child can give you another word that doesn't rhyme but does have the same vowel sound: *fat—bad; big—sit;* and so on.

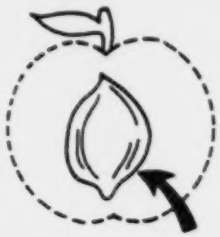
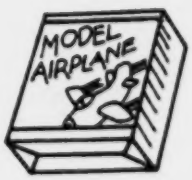
Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

 bat bit	hens hand	cup cap
socks jacks	 pan pen	crib crab
 fan fin	cat cot	cross glass
hat hog	flag frog	rip rat
bend band	 clip clam	plant print

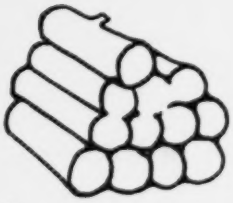
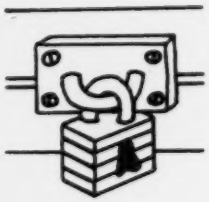
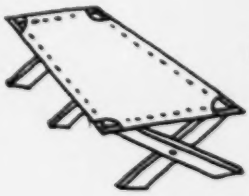
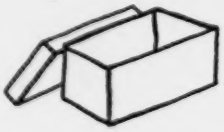
Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

pin pan	put pig	sox six
fish wash	wig wag	 pat pit
laps lips	hill fall	dog dig
 kit cat	tags twins	crab crib
bib Bob	ship shop	watch witch

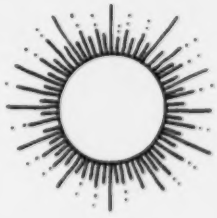
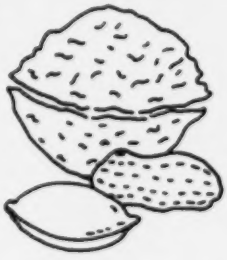
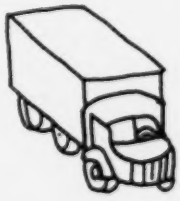
Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

pet pot	doll bell	sock pack
fox fix	flag frog	lip top
mop map	hot hat	 logs legs
hat hop	cob cab	 tack lock
 cat cot	 bug box	clock sack

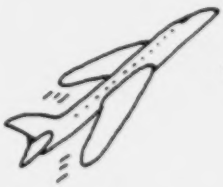
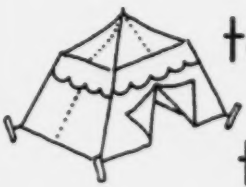
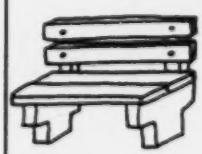
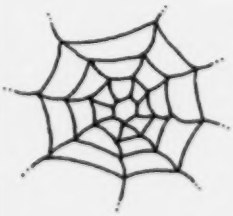
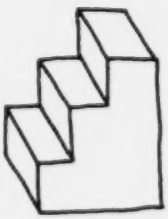
Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

cap cup	bus boy	pan pup
gum ham	bug bag	 six sun
brush braid	rag rug	drop drum
sack duck	ten tub	 nuts mats
jig jug	jump lamp	 truck train

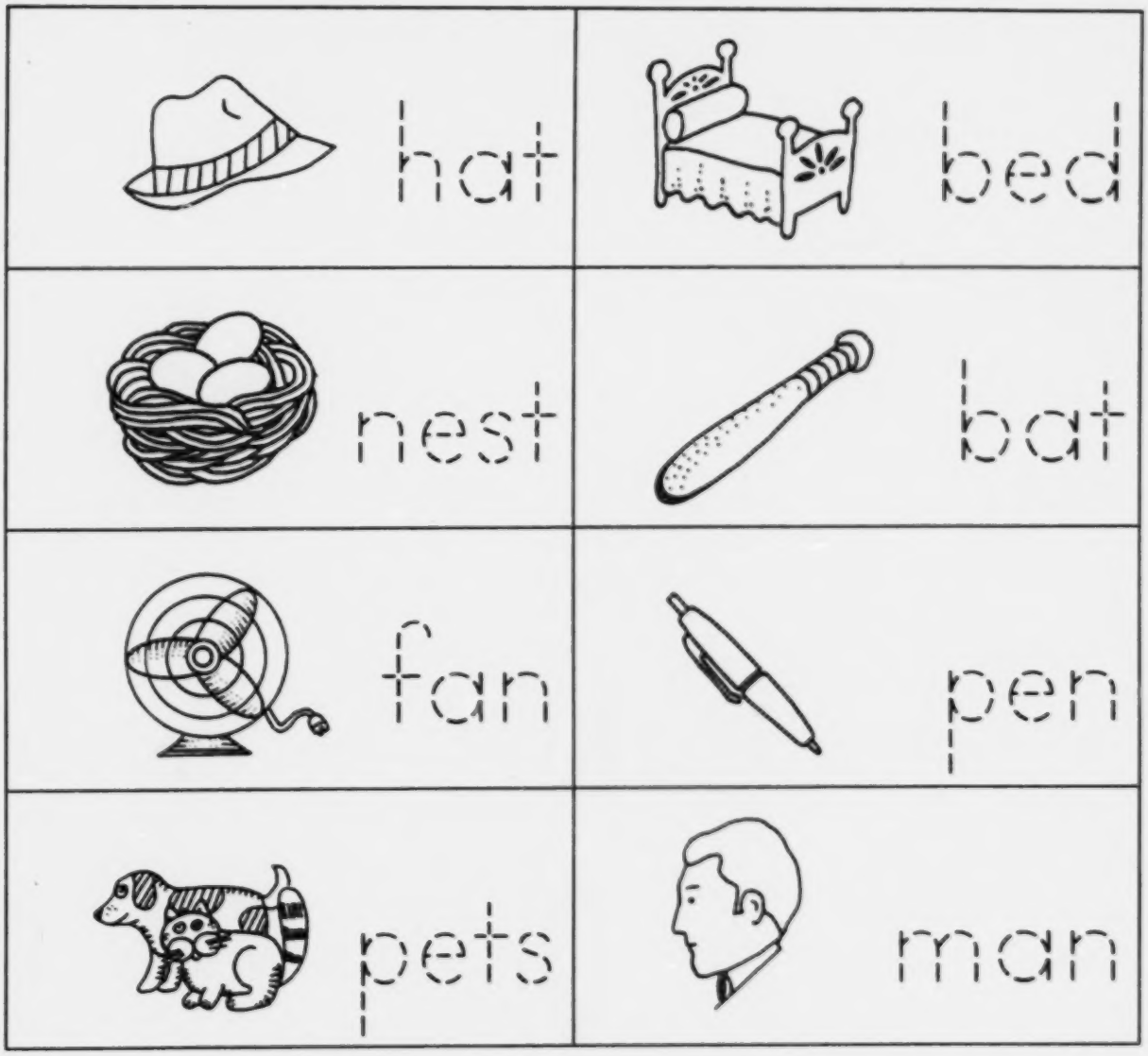
Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

pen pan	bed bag	bird bell
stop sled	nest list	 jam jet
vase vest	hat hen	net nap
desk mask	 tank tent	 bench lunch
 web wig	 steps stops	dance fence

Reviewing Short *a* and *e* Vowel Sounds

Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.



1. She _____ next to me. sat six

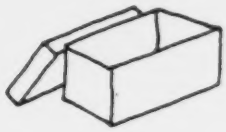
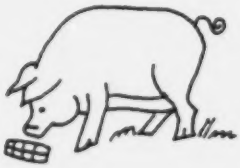
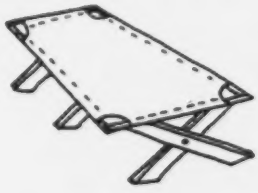
2. We _____ in the lunchroom. must met

3. That _____ is kind. man men

4. The bird was in its _____. now nest

Reviewing Short *i*, *o*, and *u* Vowel Sounds

Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.

cup	 box
bib	bus
doll	 pig
fish	 cot

1. The _____ is here. bad bus

2. What a _____ girl you are. big back

3. This _____ is my friend. down dog

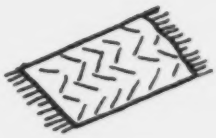
4. It is _____ in the sun. hot hat

Reviewing Short Vowel Sounds

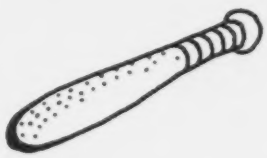
Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.

pan

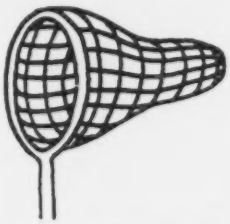
pin



rug



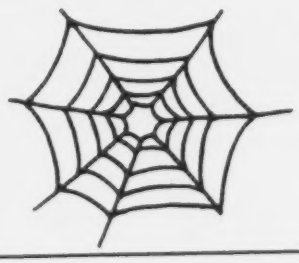
bat



net

top

pig



web

1. I look _____. ox up

2. You go up the _____. hill tall

3. I play with a _____. ten top

4. I see _____ birds fly. run red

Long vowels: The VCe pattern

Compared with short vowels, long vowels are more challenging because they can be spelled in a number of ways. One of the most important spellings employs the *VCe Pattern*: **V**owel-**C**onsonant-final **e**. This is the pattern you see in words such as *age*, *ice*, and *use*. The final **e** acts as a marker that lets you know the previous vowel is long. Many other words begin with a consonant sound before the VCe pattern:

Long a	came, game, make, bake, face
Long i	nice, nine, time, like, ride
Long o	nose, home, bone, pole, rode
Long u	mule, tune, tube, huge, cube

Remind your child that the final **e** is used to mark the long vowel sound. This final **e** makes the difference between *hop* and *hope* or *tap* and *tape*, for example. You may want to show your child the difference between long and short vowel patterns. See the Exercises page.

This VCe pattern is sometimes referred to as the silent **e** pattern.

Exercises: The VCe pattern

1. Show your child the importance of the final **e** in long-vowel words spelled with the VCe pattern. First, write several short-vowel CVC words on cards or on pieces of paper. Then show the same word with final **e** added. Ask your child what happens when this final **e** is added. Here are some examples of words whose vowel sound changes from short **a** to long **a** when the final **e** is added:

   mad → made
   pal → pale
   pan → pane
   cap → cape
   fat → fate
   mat → mate

   You can emphasize the importance of the VCe pattern by covering the final **e** in the second word in each pair. When this happens, the first two words are *mad* → *mad*, both with the short **a** sound. As soon as you uncover the final **e**, the words become *mad* with a short **a** and *made* with a long **a**.

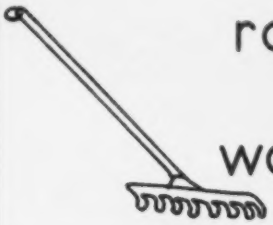
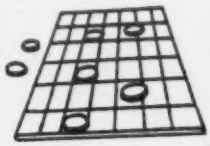
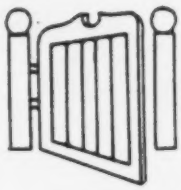
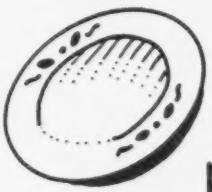
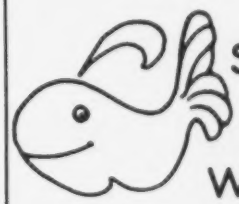
   Here are some words with other long vowels:

hid → hide	hop → hope	cut → cute
dim → dime	not → note	us → use
pin → pine	rod → rode	hug → huge

2. For a more challenging exercise, say or write a short-vowel CVC word and have your child tell you what its vowel sound is: for example, the word *fan* has a short **a**. Then have your child give you a word with a long vowel using the same letter of the alphabet: The word *cape* has a long **a**. The long-vowel words does not have to be built on the word you give. Just be sure that your child gives a word that has a long vowel which corresponds with the short-vowel word you supply (short **i** word matched with long **i** word, and so on).

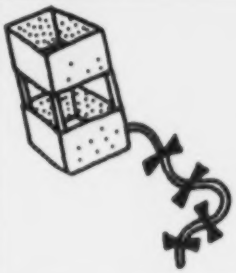
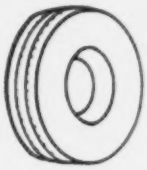
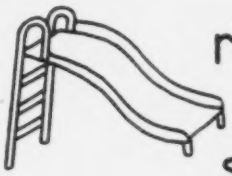
Long Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

 rake woke	 dime game	nose vase
 gate kite	joke cake	plane pine
 plot plate	like lake	cage cone
cane bone	skip skate	 smile whale
bike bake	cape rope	snow snake

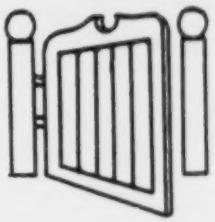
Long Vowel Sounds

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

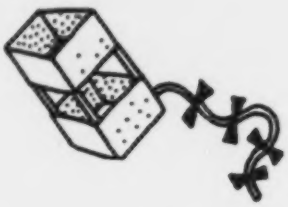
bike bake	nine tune	 late kite
frog fire	mice race	 were tire
hive wave	made bride	 rode slide
sale smile	dime name	pipe tape
late write	tame time	dive cave

Reviewing Long *a* and *i* Vowel Sounds

Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.



gate



kite

smile

cage

lake

bride

bike

cape

1. What _____ is it? take time

2. Grandma _____ me a book. gave girl

3. How _____ is the window? went wide

4. Look at the birthday _____. cake cook

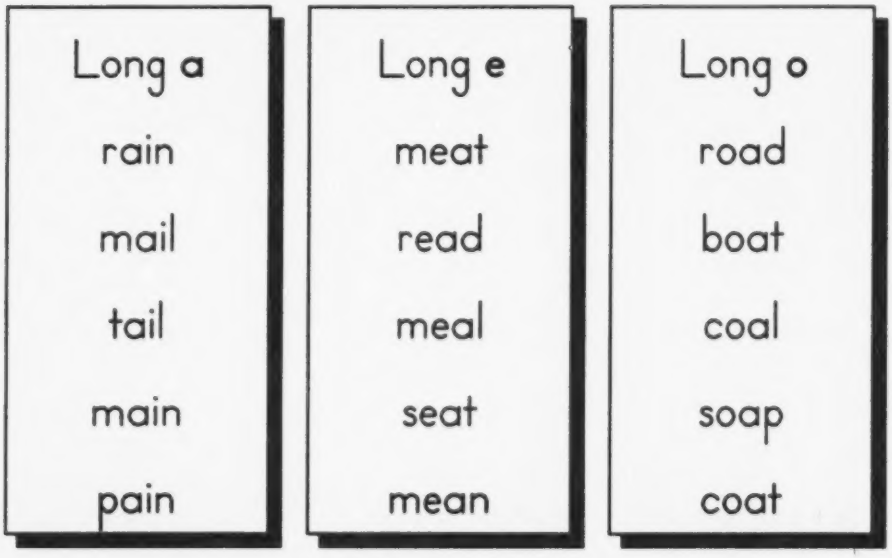
Family Learning Association

Long vowels: The CVVC pattern

Another pattern often used to spell long vowels is called the *CVVC Pattern*: Consonant-Vowel-Vowel-Consonant. Here, two vowel letters are used together to represent the long-vowel sound: the **ai** in *sail* or the **oa** in *coat*, for example. Here are important examples of the CVVC pattern for long vowels:

Long **a**	**rain, mail, main, tail, pain**
Long **e**	**seed, feel, meet, seem, green**
Long **e**	**meat, read, meal, seat, mean**
Long **o**	**road, boat, soap, coal, coat**

While saying each word, ask your child to listen to the long vowel sound and to see how it is spelled with two vowels. You may put these examples on cards to show your child.



Exercises: The CVVC pattern

Write some short-vowel CVC words that can be changed with the addition of another vowel letter in the middle. Show each short-vowel word to your child and ask how it can be changed to a long vowel. Here are some examples, with the long-vowel spelling indicated above each group of words:

ai	ee
man → main pan → pain ran → rain pal → pail pad → paid	met → meet fed → feed red → reed bet → beet

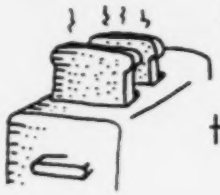
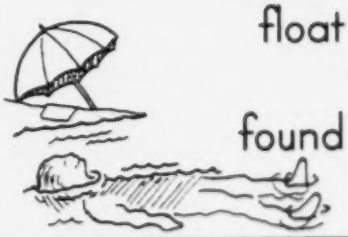
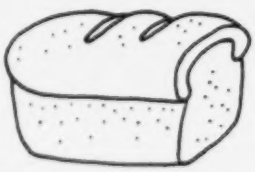
ea	oa
red → read bed → bead men → mean set → seat	rod → road cot → coat got → goat

Have your child say each pair of words and identify the difference in vowel sound. Also have your child underline the two vowels that represent the long vowel in the second word of each pair.

Double Vowel – Long *o* Sound

Directions: Top – Circle the correct word for each picture.

Bottom – Write the correct word for each blank.

boat book	tree toad	goat good
read road	soap stop	 toast today
 float found	 lost loaf	copy coat

1. I wanted to see the big _____. boat blue

2. I put on my _____. cars coat

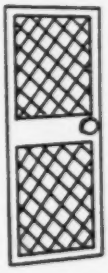
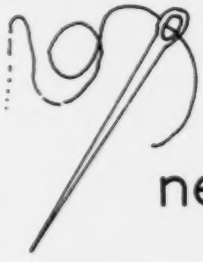
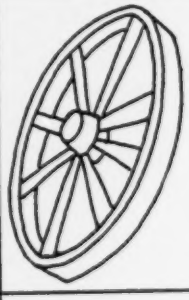
3. I ran down the _____. rake road

4. I saw a _____ at the lake. toad told

5. It could _____ in the water. funny float

Double Vowel - Long *e* Sound

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

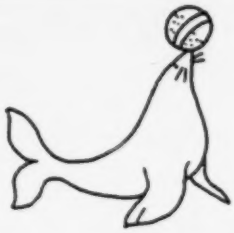
bed bee	seal silly	leaves lives
time tree	thing three	peas puts
 screen school	 nose needle	 where wheel
clown cheese	peach piano	meal made
jeep jump	meat milk	feet fast

Reviewing Long *e* and *o* Vowel Sounds

Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.

boat

feet



seal

soap

coat

trees

meal

toast

1. I like ice _____. cream could

2. Our _____ is on the lake. bear boat

3. My bike has two _____. wheels hills

4. A park is next to the _____. rain road

Reviewing Long Vowel Sounds

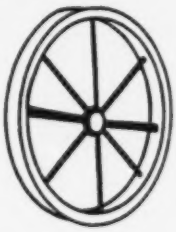
Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.

slide

soap

coat

gate



wheel

cake

bike

seal

1. My _____ is blue. coat came

2. I can _____ fast. ride slide

3. The _____ fall down. leaves lives

4. The _____ has eggs in it. like cake

Open vowels

Some words end with a long-vowel sound; there is no consonant after the vowel. These are called "open vowels." Some of the most common spellings for open vowels are given here:

Long a	say, day, may, pay, play
Long e	bee, see, tree, free
Long i	tie, pie, die, lie
Long i	my, why, sky, try, fly, cry

Show each row and review the sound and spelling. Stress the fact that these words end with an "open" long vowel sound. The long **a** words must be spelled with the pattern **ay**, not with the letter **a** alone. These long **e** words have double **e** in order to fit the pattern. A few words end with open **e** spelled with a single **e**: *be, me, he, she*.

There are two spellings for open long **i**. The letter **y** alone can spell the final long **i** sound. The letters **ie** must be used together to spell final long **i**; the letter **i** is not used alone for this sound.

Exercises: Open vowels

Pronounce some open vowel words and ask your child to write the word. This gives you a chance to help them listen to and to identify the spellings associated with open vowel words.

Other Vowel Sounds: Diphthongs

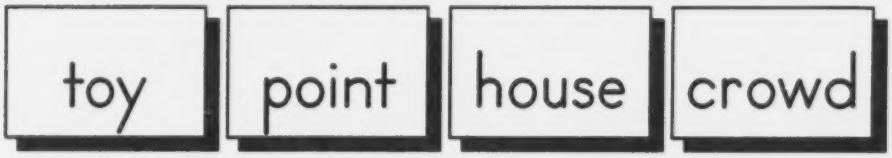
Some vowel sounds are different from either the long or short vowels we have already seen. Two different vowel letters can be joined to form the "gliding" sounds called *diphthongs*. For example, the letters **oi** join to form the sound we hear in *oil*. The same sound is spelled **oy** in words such as *toy*. Another diphthong is heard in words spelled **ow** as in *how*; the same sound can be spelled **ou** in *house*. Here are some examples:

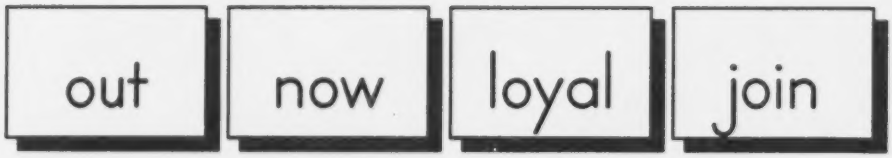
oy	toy, boy, joy, loyal, annoy
oi	oil, boil, join, coil, spoil, point
ou	out, house, loud, ground, round
ow	now, how, brown, down, owl, crowd

Use this chart to show your child the pronunciation and the spelling of these vowel diphthongs. Maybe he can think of other words that use the same sound.

Exercises: Diphthongs

1. Write the words given above, preferably with each word on an individual card. Show your child the words spelled with ***oy*** and focus on the sound it represents. Do the same with the other groups of words. Then mix the words, showing some words spelled with **oi** or **oy** along with others spelled **ou** or **ow**. See if they can pronounce the new words.



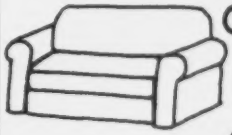
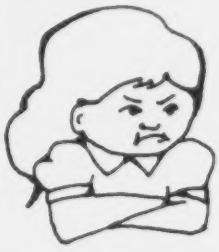
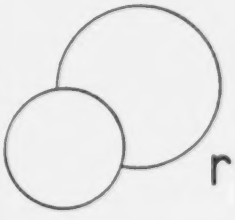
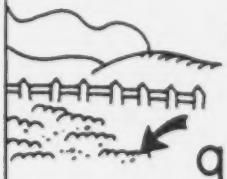


2. Diphthongs are usually introduced in Grade 2, after the basic spellings for short and long vowels have been covered. Start with very simple, one-syllable words when you first talk about diphthongs; then move to two-syllable words as your child becomes more familiar with them, for example, *joyful*, *boiled*, *groundhog*, *rejoin*, *crowded*.

Vowel *ou* Sound

Directions: Top – Name the picture and circle the correct word. Listen for the vowel sound.

Bottom – Write the correct word for each blank.

start shout	 couch catch	horse house
count clean	 part pout	cloud close
makes mouse	hound hatch	 river round
mouth march	 gloves ground	pouch paint

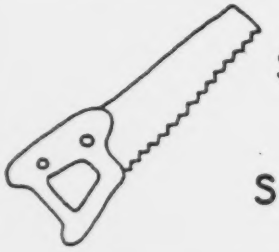
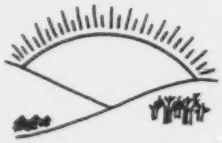
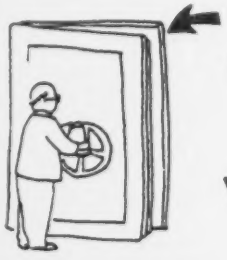
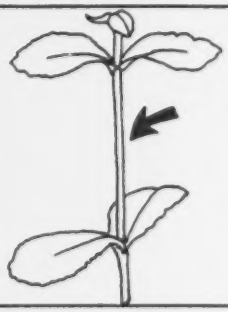
1. The leaves are on the _____. great ground

2. Does he _____ on his fingers? count clock

3. We _____ a balloon. friend found

Vowel Sound – *au, aw, al*

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

Paul pony	 sky saw	table talk
seeds straws	 deer dawn	yawn year
walk wind	claw card	pony paw
crawl cave	cactus caught	 vault voice
dance draw	saucer street	 stalk step

Vowel *oi* Sound

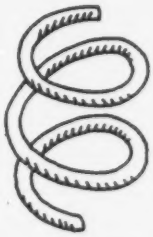
Directions: Top – Trace the name of each picture. **Bottom** – Write the correct word for each blank.

point

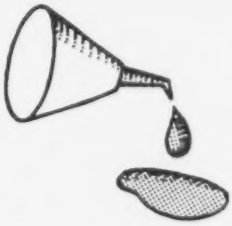
voice

boil

coin



coil



oil

noise

soil

1. He must _____ his bike wheels. oil out

2. Noel has a good _____. very voice

3. Myra has a gold _____. coin cold

4. The door made a funny _____. never noise

Other Vowel Sounds: R-controlled vowels

When vowels are followed by the letter **r**, their sounds are modified as they blend into the **r**. Their sounds are neither long or short vowel sounds. These words are said to have *r-controlled vowels*; the term *vowel + r* is also used to refer to these words. Here are some of the most important patterns:

ar	car, far, star, farm, hard, start
or	for, more, store, fork, storm
er	her, verb, term, herd
ir	sir, stir, girl, bird, dirt
ur	fur, turn, burn, curl, hurt

Show each row to your child and listen to the r-controlled vowel. As you see, the spellings **ir** and **ur** have the sound that is spelled **er** in *her*. There aren't many words spelled with **er**; in fact, the **ir** and **ur** spellings are used more often. This same /er/ sound can also be spelled **or** in a few words beginning with *wor-*: **word**, **work**, **worm**, **worse**, **worst**, **world**, and **worry**, for example.

Exercises: R-controlled vowels

1. Introduce the words in the **ar** group first. Write the words and point to the **ar** spelling as your child says each word. Go through the same process for the other words in the order given above: the **or** group, the **er** group, and so on.

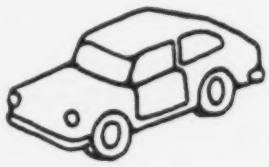
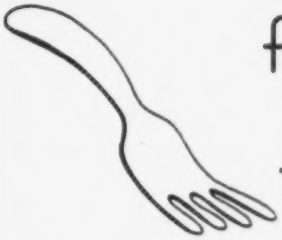
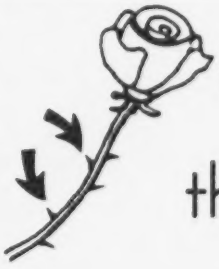
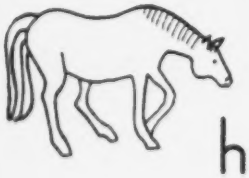
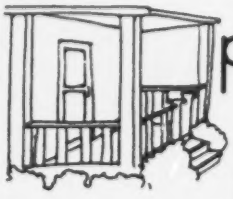
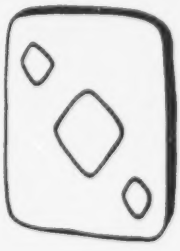
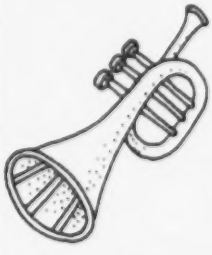
2. After your child is familiar with the words given in the preceding list, go to the group of words beginning with *wor-*, as in *work* and *worm*. Show that these words have the /er/ sound, even though the same **or** spelling represented a different sound in words such as *for* and *storm*.

word	worst
work	world
worm	worry
worse	worker

Stress the fact that the letter **r** always comes after the vowel, not before. Younger children sometimes write *brid* or *gril* because they aren't sure what the pattern should be.

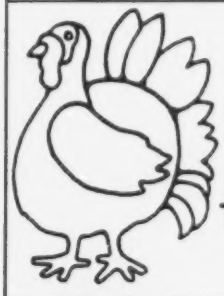
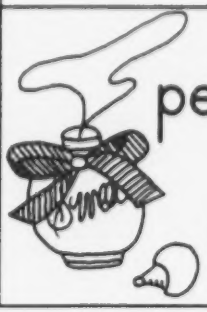
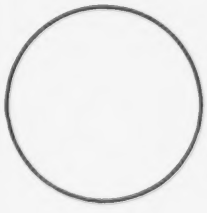
Vowel +*r* Sound – *ar, or*

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

 cry car	 fork fish	jar jet
corn city	soap star	arm any
shell shark	cork cage	 truck thorns
 hills horse	cold cart	barn baby
 porch plant	 card clock	 hair horn

Vowel +*r* Sound – *er, ir, ur*

Directions: Name the picture and circle the correct word. Listen for the vowel sound.

girl gave	think turtle	bird bats
name nurse	seven skirt	worm water
 taste turkey	church cats	scare shirt
thermos teeth	times thirty	fern fall
world white	 perfume ponies	 cooks circle

❑ The Five Rules of Phonics

The idea behind phonics instruction is to teach children that they can group vowels and consonants into reliable patterns. We have just seen a number of patterns involving consonants and several vowel sounds. Encourage your child to use these patterns. Search books, magazines, and newspapers for words that fit them.

We will summarize the preceding guidelines by listing the five most important phonics rules. They should help you as you guide your child through his early reading experiences.

1. Short vowel rule.

If there is only one vowel in a word or syllable, the vowel is usually short if it is in the middle of the word and is followed by a single consonant sound: *cat, red, big, top, bug.*

2. Long vowel rule Number 1.

If a word has one vowel followed by a consonant and a silent **e** at the end, the main vowel is usually long: *cake, ride, hope, mule.*

3. Long vowel rule Number 2.

If a word or syllable contains two vowel letters joined together, the first vowel usually has the long sound; the second vowel acts as a marker that lets you know the main vowel is long: *rain, heat, road.*

4. Vowel plus r rule.

If a single vowel is followed by the letter **r**, then the sound of the vowel is neither long nor short. Instead, it changes to blend into the **r**, as in *car, for, her,* and *sir.*

5. Diphthong rule.

In some words that have two vowel letters joined together, the sounds are blended smoothly to form a **diphthong**. The most important diphthongs are spelled **oi** in *oil*, **oy** in *boy*, **ou** in *out*, and **ow** in *now.*

❸

UNDERSTANDING WORD STRUCTURE AND MEMORY TECHNIQUES

After your child becomes familiar with a number of short, familiar words such as *cat* and *red* and *cake* and *road*, she will want to figure out more complicated words that contain several elements. You can help your child discover that there are logical ways to figure out how words are put together and what they mean.

❑ Word Structure

When we speak of *word structure*, we refer to words that contain two or more parts. Obviously, a large number of words contain two or more syllables: *rab/bit*, *un/luck/y*, and so on. We can change the structure of a word by adding elements at the beginning to affect their meaning (as in *lock* and *unlock*), and we can add endings that affect the way a word can be used (as in *act* and *action* and *actor*). The following pages introduce some of the elements of word structure that are encountered in the early grades.

■ Plural nouns

Nouns are words that name people or places or things: boy, girl, house, city, car, tree. A *singular noun* names only one, but a *plural noun* names two or more people or places or things.

Many nouns change from singular to plural simply by adding the ending **-s**. Show your child these examples:

Singular	**Plural**
cat	cats
dog	dogs
book	books
boy	boys
girl	girls
school	schools
town	towns

Some nouns have to add the ending **-es** to form the plural. As you see in the following list, these are the nouns that end with letters such as **s**, **ss**, **sh**, **x**, or **ch**. All of these spellings have the "whistling" sound we associate with the letter **s**. Show your child these examples:

Singular	**Plural**
bus	buses
glass	glasses
bush	bushes
box	boxes
bunch	bunches

Make sure your child sees that the **-es** ending is used only after certain consonants with some form of the /s/ sound, and it always adds a new syllable.

Exercises: Plural nouns

As adults, we easily recognize that *books* is the plural of *book* and *boxes* is the plural of *box*. However, young children can become confused by the addition of **-s** or **-es** and may not recognize the relationship between singular and plural nouns. Start with simple one-syllable words that add only **-s** to form the plural; then move to those that add **-es**.

1. Print several singular nouns on individual cards and their plural forms on other cards. First, show the singular noun followed by its plural to familiarize your child with the pattern. Then show individual cards and ask your child whether each word is singular or plural. You can also play a matching game with these cards.

2. After your child understands plural nouns that end with **-s**,show her some simple words that require **-es**: *bus, glass, class, dress, bush, dish*, and so on. Show the singular and plural forms of each word in order to familiarize your child with the pattern. Then show individual cards and ask if each word is singular or plural. Stress the /s/ sound at the end of each word. Also point out that the ending **-es** always adds a new syllable at the end of each noun. You can then ask your child to match the singular and the plural cards.

3. For further practice, have your child pick the correct plural spelling. Here are a few examples:

Singular	Pick the correct plural noun		
boat	boates	boats	boat
doll	dolles	dols	dolls
bush	bushs	bushes	bush
glass	glases	glasss	glasses

As always, it is a good idea to have your child use each word in a sentence. This will stress the importance of the plural endings to show that more than one thing is involved. For example, "John has one *cat*, but Susy has three *cats*." "I only broke one *dish*, but he broke two *dishes*."

More Than One

Purpose—Practice indentifying plurals

Description	**Directions**	**Materials**
1. Print a singular or plural word on each card. Suggested words for cards are shown below. 2. Write the word "*one*" on one piece of colored paper and "*more than one*" on another.	Put the word cards in a box. Place the title cards on the table in front of the players. The first player draws a card, says the word, and places it under the correct title. If he is correct, he gets a point. If he is incorrect, he places the card back in the box and mixes up the card. The next player takes his turn.	1. Cardboard or stiff paper for cards 2. Colored paper for column titles 3. Box for cards

one	*more than one*
mitten	animals
penny	fingers
tree	calves
city	cars
cow	feet
man	flowers
bike	churches
	ladies

Make a Plural Card Game

Purpose—Practice formation of plurals

Description

1. Make a set of cards with one singular word on each card.
2. Make a set of cards with plural endings—*s, es, ies*. Be sure to have as many or more ending cards as are in each group. Suggested words for the set are shown below.

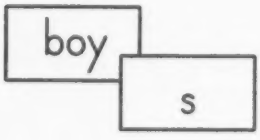
Materials

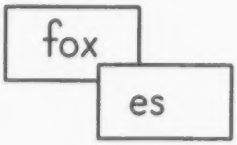
Cardboard or stiff paper for cards

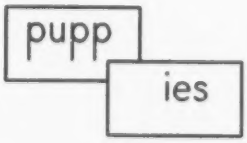
Directions

Shuffle the word cards and ending cards together. Deal five cards to each player and put the deck in the center of the table. The first player draws a card from the deck. If he can make a plural with the card and one from his hand, he can put it down. Any other plurals already in his hand can be put down at this time. He then discards a card and the next player can take it or draw. The game proceeds as before. The object is to get rid of all the cards in a hand.

s	*es*	*ies*
boy	dress	fly
bird	lunch	puppy
house	fox	jelly
school	glass	city
book	kiss	lady
girl	box	cry
pet	splash	funny
hat	ranch	candy
horse	watch	party







■ Compound words

Many familiar words are actually formed by joining two short words together. Show these familiar examples of *compound words*:

sidewalk	(side walk)
classroom	(class room)
notebook	(note book)
sunshine	(sun shine)
backyard	(back yard)
baseball	(base ball)
bedroom	(bed room)
birthday	(birth day)

As your child encounters these compound words, make sure she realizes that the meaning of each word is made clear by its components: we keep *notes* in a particular *book*; we meet our *class* in a certain *room*; and so on. Also point out that these short words are joined without any break between them to form compound words.

Exercises: Compound words

1. Help your child match a word in column A with a word in column B to form a compound word.

A	B	Compound Words
camp	book	_____
dog	time	_____
cook	fire	_____
day	house	_____

2. Help your child say or write the compound word that fits each definition. Here are the words to choose from:

railroad moonlight football hilltop

a. The light we see at night: _____

b. The highest part of a hill: _____

c. The place where trains run: _____

d. A ball you can kick: _____

Verbs ending with *-s*, *-ed*, and *-ing*

Many verbs tell about doing things: *run, see, jump, play,* and so on. Verbs are often used in the *present tense* to tell about things that happen at the time someone is speaking or writing. These verbs are usually used in their basic form, but the ending **-s** must be added when they are used after names or after the pronouns *he*, *she*, and *it*.

We *play* ball together after school. John *plays* second base.

I *like* chocolate ice cream, but she *likes* vanilla.

Verbs can also be used in the *past tense* to tell about things that have already happened. Many verbs in the past tense end with the letters **-ed**. Verbs can also tell about things that continue to happen. These verbs end with **-ing**. For example: *I am looking for someone to help me.* Show these familiar verbs to your child. Can he use all the forms shown here?

look	looked	looking
play	played	playing
stop	stopped	stopping
pick	picked	picking
talk	talked	talking

Exercises: Verbs ending with *-s, -ed* and *-ing*

1. As you are reading with your child, point out the use of verbs to describe actions that take place in the present. These require no ending except for the **-s** after names or pronouns in the third person. Point out the ending **-ed** used with many verbs that tell about things that took place in the past. *I laughed at his joke.* Also remind your child that **-ing** is used to tell about things that continue to happen.

2. Write some sentences, leaving the verb blank. Give two or three choices and have your child pick the right one. You may use a simple story to make things more interesting.

Last summer, John _____
play plays played

baseball for his school. This summer he is

_____ for a different
play played playing

team. He _____
work works working

hard so that he can win a lot of games.

Prefixes

Your child will also encounter words that begin with *prefixes*. Prefixes are not complete words, but they do change the meaning of other words by being added at the beginning. For example, the familiar prefix **un-** can be added to the beginning of a number of words. This prefix causes each word to mean "not" or "the opposite of something." Show your child these examples:

lock	unlock
fair	unfair
happy	unhappy
tie	untie

Can your child think of other words that begin with **un-**?

Another common prefix is **re-**. This often means "to do something over again."

play	replay
read	reread
name	rename

Challenge your child to think of other words that begin with **re-**.

Exercises: Prefixes

Here are some words that begin with prefixes:

rewrite unfold respell unhappy reread

Look at the definitions given below. Then ask your child to pick the word that fits each definition.

1. To spell a word again: _____

2. Sad; not happy: _____

3. To write something over again: _____

4. To spread something out flat: _____

5. To read again: _____

Construct similar exercises for other words that use these prefixes.

Word Prefix *re-*

Directions: Top – Say the word and then write the word with the *re-* prefix added.

Bottom – Read the sentence then write the word from the *top* that completes the sentence.

write _____

fill _____

plant _____

I can plant the flower in a new pot.

_____

_____

I can _____ the flower.

Mama will fill my glass with more milk.

_____

_____

Mama will _____ my glass.

She must write her story again.

_____

_____

She must _____ her story.

❑ Memory Techniques

When young children begin to read, they learn how to decode words by figuring out individual letters and sounds. As they progress, they develop the ability to respond instantly and automatically to complete words. The more words a reader can recognize automatically, the easier it is for her to read a message quickly and with a minimum of effort. She can concentrate on analyzing and evaluating the message instead of simply trying to decipher words.

We see this every day when we encounter signs such as these:

When we see these signs, we immediately grasp their significance and act accordingly; we don't have to stop and figure out each letter or symbol. This is what your child should do as he progresses in reading, especially with familiar words that are used very often.

It is not feasible to train most readers to respond instantly to every word they encounter. That is why everyone continues to need and use a wide variety of word-analysis skills. The more we read, the less often we will encounter words that cause us to stop and analyze. We gradually develop instant recognition of words we see frequently.

Fluent readers respond instantly to a whole word or phrase. Instead of going through an obvious analytic process, they stop for analysis only when they do not have an automatic response. In this section we will discuss some ways you can help your child deal with words as complete entities, not as collections of individual letters and sounds.

Word-recognition techniques

One of the first steps that most children take as they learn to read is to identify words by remembering their total form or shape. Probably their own names are such words. Others might include *the, is, girl,* or *boy.* Thus, they can immediately read a sentence such as "The girl is Alice" or "The boy is Evan."

Out of curiosity and pride, beginning readers strive to memorize more and more words so they can prove that they can read. This does not mean that the letters within the words should be ignored. On the contrary, children should see from the beginning that the ability to discriminate among the letters of the alphabet will aid them in learning to recognize individual words.

In describing the distinctive features or shapes of words, you can demonstrate how letters of the alphabet contribute to these features. For example, the name *Tony* has a tall **T** at the beginning, while the name *Marla* has a tall **M** at the beginning and a tall **l** near the end. By pointing out distinctive letters such as these, you can help your child learn to identify whole words.

Labeling

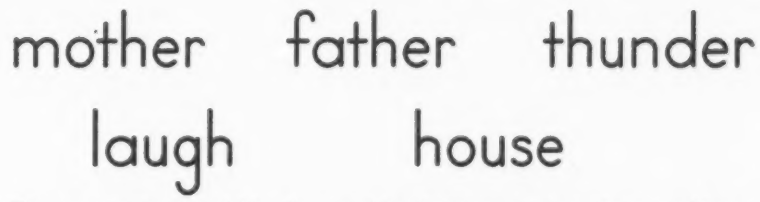
Another good way to help your child learn complete words is to have him label pictures. This provides a way to practice associating the printed word with the image or object it stands for. Pictures with labels on the back can be purchased, or you and your child can make your own file of matching words and pictures. Choose pictures that are clear and simple, such as newspaper cartoons, so that your child will easily recognize them.

Word configuration

The main reason for labeling pictures and objects is to help your child realize that sounds and symbols are related. Along the way, your child forms definite visual perceptions of the shapes of specific words.

Many words have distinctive contours, or word forms. This configuration is apparent only when the words appear in lowercase (small) letters. For example, when you print the word *STOP* in capitals, all letters have the same height. When you print *stop* in small letters, the ascending **t** and descending **p** give the word a distinctive shape. You can help your child print other words in small letters and then draw a "box" that shows the word's outline and shape. Here are a few examples:

Configuration has the greatest value with words that have evident characteristics (such as *alligator*) or words that are important to your child (his name or a pet's name). For example, words such as *mother, father, thunder, laugh,* and *house* not only have distinctive outlines but also elicit strong feelings of happiness, sadness, fear, or security. Show these words to your child and ask him to draw lines around each word as shown above.



These words should be learned in phrases and sentences. You can do this by printing these words on cards and then asking your child to match them to the same words contained in sentences you have written or have found in books. See the following page for a longer list of high frequency words.

Special words for visual memory

Some words are used so often that they need to be learned early and without undue emphasis on decoding. Here are some high-frequency words that should be mastered in the early grades.

about
after
all
along
also
another
any
are
around
as

because
both
but
by

come
could

didn't
do
don't
down

each
eight
every

first
for
four
from

goes

have
his
how

into
is

many
may
might
most
much
must
my
myself

near
not

of
off
one
other
our
out
over

please

second
seven
shall
should
some
such

than
that
the
their
them
then
there
these
they
third

this
those
though
to
two

very

was
were
what
when
where
which
while
who
why

yes
you
your

Building memory habits

Memory habits can have a lot to do with your child's success in the early stages of reading. Unless your child can compare word forms, noticing similarities and differences, she may have difficulty using either phonics or structural analysis effectively. The following suggestions for building memory habits will prove helpful.

1. List a series of numbers on several cards.

   175 78906 2389 098673

   Show a card with a three-digit number to your child for half a second and then ask her to repeat the numbers on the card. As soon as she is able to make several correct responses to numbers with three digits, move on to cards with four digits; then to five digits, and so on. This exercise helps your child learn to concentrate and to rely on left-to-right progression—helpful habits to use with words as well.

2. Use a group of related objects: a pencil, pen, eraser, and notebook, for example. Let your child observe them for a second and then cover her eyes. Now you can add an item (such as a ruler) or remove one of the items originally shown. Ask your child to look back at the objects and tell you what has been added or removed. You may also change the arrangement of objects and have your child put them back in their original form.

3. Give your child a sentence or longer passage to read aloud. This should contain words you want to emphasize. As your child reads, listen closely for words she can read easily and for words that cause hesitation. Her hesitations may give you words to work on, using techniques discussed earlier. You may also give sentences with a word left out. Provide two or three words to choose from to fill the blank. This will require your child to use meaning clues as well as word-form clues. For example:

   Indians _____ in Florida.
   like live give

   The ball _____ into the street.
   banged baked bounced

❑ A Five-Step Strategy

In Chapters 2 and 3 you have seen a number of specific ways to discover the relationship between letters and sounds and to figure out the structure of words. Now we will suggest a short, simple approach that you can use to deal with unfamiliar words. This approach will work in many cases, especially as your child becomes more adept at using the principles of phonics and word structure discussed earlier.

When an unfamiliar word is encountered, follow this five-step strategy. Ask your child these questions in order until he identifies the correct word:

1. Do the words around the problem word give a hint of what the word is or what it means? "What word makes sense here?" (Context clues)

2. Does the beginning sound of the word, along with the rest of the sentence, help you figure out what it is? (Context plus initial sound)

3. Do the first two steps, along with looking at the final sound of the word, help you figure out what it is? (Context plus initial and final sounds)

4. Does the word have a sound-spelling pattern that you recognize, especially where the vowel sound is concerned? For example, many long **e** words are spelled with the letters **ea**: *read, meat, heat, mean, leaf*. Also, does the word have any recognizable parts? (Context plus spelling patterns)

5. If you still can't figure out the new word, ask someone or use a dictionary to find out what the word means and how it is pronounced. (Seek help)

If the new word is figured out after only a few steps, then it's not necessary to go any farther. Gradually, your child will learn how to deal with unfamiliar words on his own.

At first you will have to remind your child to follow these steps, but in time they will become automatic. Remember to use only those steps needed to figure out the word and then move on. Here's an example of the process as applied to the word *leaped* in the following sentence:

The brown fox *leaped* over the lazy dog.

1. Context: The fox *did something* over the dog. What makes sense?

2. Initial sound: **l** as in *like*.

3. Final sound: **ed** as in *stopped*.

4. Sound-spelling pattern: the **ea** pattern often spells long **e**. Add this to what you know about the beginning and ending sounds.

5. Ask someone or look up the word in a dictionary.

4

BUILDING BASIC COMPREHENSION SKILLS

The most important thing you can do to help young readers is to keep them focused on *meaning*. It's like keeping your mind set on winning the game in sports. In the middle of a basketball game, you don't distract yourself by wondering if you are doing everything correctly. Instead, you work intensely to win the game. Then, during practice sessions, you can ask yourself what you need to do to improve your passing or dribbling or shooting.

The same thing applies to reading: You want to focus on getting the meaning from what you read. "Does this make sense to me? What should I do if it doesn't make sense?"

❑ Skills and Meaning

A reader needs skills in order to make sense of the printed page. You may want to help your child with some of the more important skills, especially *seeing relationships* and *evaluating*.

■ Seeing relationships

An important reading skill that aids comprehension is that of making connections between ideas. This skill enables a person to draw conclusions, make comparisons, and find a generalization about a series of events or ideas. To help your child see relationships, you can ask questions such as these:

1. What is this all about?
2. Is this like any other story you have read?
3. After reading, what conclusions can you draw?
4. What do you think the main character will do next?

Learning to see relationships will take time and practice; your child must be given many opportunities to develop this thinking skill. You can help your child make progress by constantly asking questions which show her that reading is supposed to make sense—that we are supposed to find meaning in the message.

Evaluating

"Is that movie any good? Would you recommend that book?" We respond to questions like these all the time. It is a natural part of our interaction with others to make judgments and to express opinions. When we evaluate information and come to our own conclusions, we are engaged in *critical thinking*. This does not mean that we are determined to "criticize" something by looking for faults; it simply means that we read actively and bring our own knowledge and understanding in order to form opinions which may be strongly positive in some cases, negative in others.

As children read, we want them to become critical thinkers. Most children have heard their parents encourage them to watch some TV programs and not others. Such recommendations are based on judgments formed by critical evaluation. We usually give reasons for being in favor of something: "Why don't you watch the *National Geographic* program on endangered animals? It will show us how we can preserve nature." We can also give reasons for being opposed to something: "I don't want you to watch that TV show. It has too much violence."

As we share reading with children, we can encourage critical thinking with questions such as these:

1. How is that information useful?
2. Why did you like/not like that part of the story?
3. Who else should read this? Why?

These skills do not rely on deep secrets or complicated procedures. However, for your child to use these skills regularly and effectively, she must have a lot of practice. You can help by reminding your child that we always read for *meaning*, not just to "sound out" words. Ask questions like those given above, not as a test but as a way of learning and of discussing things that interest you.

Seeing Relationships

1. What is this all about?
2. Is this like any other story you have read?
3. After reading, what conclusions can you draw?
4. What do you think the main character will do next?

Evaluating

1. How is that information useful?
2. Why did you like/not like that part of the story?
3. Who else should read this? Why?

Reminder Page

Comprehension
Directions: Read the story. Circle the best answer below.

1. Kate lives in the city in a big house.
Kate walks in the park.
Kate rides on the bus.

The name of this story is _____.
a. A Country House
b. Kate and the City
c. A Ride on a Bus

2. Ben likes to see Kate.
Ben calls Kate.
"Come to my house and see me," says Ben.

The name of this story is _____.
a. My House
b. A Big Dog
c. Ben Calls Kate

3. Ben lives in a house in the country.
Ben walks in the woods.
Ben rides on a pony.

The name of this story is _____.
a. A Ride in a Car
b. A House
c. Ben in the Country

4. Kate says, "I will come to see you, Ben."
Kate rides the bus to the country.
Kate likes to see Ben.

The name of this story is _____.
a. Kate Sees Ben
b. Kate Rides a Pony
c. In the Country

Comprehension
Directions: Read the story. Circle the best answer below.

1. Jay is my friend.
Mindy is my friend, too.
I sit with Jay and Mindy
in the lunchroom.

The name of the story
is _____.
a. In the Lunchroom
b. My Friends
c. I Like to Read

2. The presents are funny.
There is a green lizard.
There is a little mouse.

The name of the story
is _____.
a. A Green Lizard
b. The Box
c. Funny Presents

3. Mindy and I have a
party for Jay.
Other friends come to
the party, too.
There are many
presents.

The name of the story
is _____.
a. A Party for Jay
b. Other Friends
c. A Sad Day

4. Jay likes the party.
He likes the presents.
Jay is happy at his party.

The name of the story
is _____.
a. The Presents
b. Jay Is Happy
c. A Little House

Comprehension
Directions: Read the story. Circle the best answer below.

1. Tina is all alone. She would like to have some friends. But Tina doesn't know any people. It is hard for Tina to make new friends.

Tina feels _____.
a. glad
b. lonely
c. surprised

2. Henry is making funny faces. He is dancing around on one leg. He is pulling on his ears and making people laugh at him.

Henry feels _____.
a. silly
b. tired
c. proud

3. Ted doesn't like to be alone in the house. He hears funny noises sometimes. The noises make Ted want to run away from the house.

Ted feels _____.
a. scared
b. angry
c. silly

4. Maria is laughing. She is having a good time playing with her friends. She likes the games they are playing.

Maria feels _____.
a. sad
b. disgusted
c. happy

Comprehension
Directions: Read the story. Circle the best answer to the questions that follow.

1. Alice went to see her grandma. Grandma lived in a small town in the desert. Alice liked her grandma's home. But she didn't like the desert. It was hot and dry. She couldn't see any plants. Grandma laughed. She told Alice to wait and see.

The name of the story is _____.
a. Grandma's Home
b. A Small Town
c. I like Flowers

Alice liked _____.
a. to play football
b. the desert
c. her grandma's home

---

2. Alice stayed with Grandma for a long time. Alice walked around in the desert. She found many plants. They were called cactus plants. Some plants had flowers. Each day, Alice found new things in the desert. Alice decided that she liked the desert now.

The name of the story is _____.
a. Grandma's Cactus Plant
b. Alice Like the Desert
c. In the Big City

Alice found _____.
a. cactus plants
b. Grandma
c. a house

❑ Improving Your Child's Reading Comprehension

There is a reliable procedure you can follow to make sure your child understands and reads actively. This procedure helps you become aware of the things you can do *before* reading, *during* reading, and *after* reading a book or story. These three steps are discussed below.

■ Before reading

The first thing you and your child should do is to get your minds ready for the message you will find in your book or story. If you are going to read something that relates to school work, you want to discover what you *already* know about the subject. Can you think of words or ideas associated with the topic? Are there certain ideas or terms that need to be explained before you begin? What are your purposes for reading? You can help your child focus on the reading to come by raising such questions and discussing them.

At the end of this chapter you will find some stories designed for young readers in the first and second grades. These stories, and the questions given with them, can serve as models to show you how to prepare your child for reading and how to follow through after reading.

Here are some of the most important things to keep in mind before you and your child read a story:

- Find mutual background with the author
- Search your child's background for ideas and vocabulary
- Set a purpose for reading.

■ During reading

As you read with your child, your goal is to pursue a message, usually for a specific purpose. This may mean that you want to learn new information, or you may just want to outwit the detective in a mystery by predicting "who done it." Effective readers constantly monitor their own understanding by asking, in effect, "Am I learning anything yet?" If the reader isn't achieving his purpose, then he needs to do something

different. If your child doesn't gain meaning or meet her purpose when she reads, then it is time to try a different approach. Does she need to read at a slower pace if the material is more challenging? Did she miss an important item that provides an important key to understanding? Are the vocabulary and concepts so difficult that she should try a more accessible book. The important thing is that your child's mind is always working to build meaning while reading.

Here are some simple guidelines you can follow to direct your attention while you are reading a story:

- Ask questions
- Make sure your child understands
- Adjust your thinking

After reading

Effective readers consolidate their understanding of what they have read. This can be done with a summary that can be written or told to another person. Young children are often asked to retell a story they have read; this is a form of consolidation. Often it is more effective to have children tell what the story means to them or how they might use the ideas they have worked on. In the case of a book, you might also ask for a recommendation: "Who else should read this book?" or "Do you want any of your friends to read it? Why?"

When a story is finished and you are talking about it with your child, avoid giving the impression that your questions are part of a "test." Just talk freely and exchange ideas. Your child should be given a chance to say what she thinks about the story. There are no "right" answers, and your discussion may bring out questions or issues that can be addressed later. Just asking "Did you like the story?" or "What parts were most interesting?" can open up opportunities for good talk about books.

This discussion should aid your child's thinking. Ask questions such as, "What do you think this word means?" "Were the characters right or wrong to do what they did?" "Do you like reading about imaginary worlds?" Your underlying purpose is to encourage your child to think. This helps your child become an active reader who is involved in the text, not just passively sounding out the words.

One caution: Don't overwhelm your child. If you ask a great many questions about a single brief passage, she is likely to become confused and think she is being tested. Think of the kind of conversation you would have with an adult about a book or magazine article. Keep that frame of reference and your child will respond positively.

In summary, your conversation after reading should focus on summarizing ideas and applying the reading experience to everyday life. Here are some questions that will lead in this direction:

- Did you like this story?
- What seemed most important to you?
- Is this like any other story you have read?
- Are there some parts of the story you want to share?
- How can you use these ideas or experiences yourself.

> Look back at the "Guidelines for Book Sharing Conversations" at the end of Chapter 1. Those suggestions will give a number of specific ideas to help you talk with your child about what you are reading.

Stories for practice reading

On the next few pages you will find some short stories that can be used to practice the ideas in this chapter. If you work through some of these stories with your child, you will find it most effective to make these exercises a kind of conversation. A few suggestions are given for topics to discuss before and after reading, but let the stories themselves lead you wherever your child wants to go. (Ideas for the following stories came from *Series r* by Carl Smith and Ronald Wardhaugh. New York: Macmillan Publishing Co., 1975)

Before Reading—Prepare Your Mind

What do you know about this topic?
What words do you recall about this topic?
What do you want to find out?

During Reading—Think about Your Learning

What are you learning?
Do you need other information?
Do you want to slow down or speed up?

After Reading

Can you summarize?
Do you want your friends to read this?
What was the most interesting?
How can you use this information?

Reminder page

The School Bus Driver

(Early First Grade)

Before reading

You can start by talking with your child about what a person might see on a bus ride: the people riding the bus, the things outside the window, and so on. You could lead into the story by saying that it is about a bus driver who does funny things. Pique your child's curiosity by asking, "What do you suppose the bus driver does that's funny? Let's read the story and find out."

I go to school on a school bus.
My friends ride the bus, too.
We like to ride on the school bus because
a funny woman drives the bus.
She drives and she sings.
She sings to the birds.

She sings to the cats.

She sings to my friends.

We all sing, too.

After reading

Ask your child questions such as these:

- Would you like to ride on that school bus? Why?
- Why do you think the children liked the bus driver?

Let your child express her own ideas but also join in the fun. Give your own ideas and talk about the story as you might talk about a TV show you had watched together.

The Singing Frog

(Late First Grade)

Before reading

This is a story about a most unusual frog. You might ask your child what a real frog would do, and then lead into this story about an imaginary frog who does things no one would ever guess.

Freddy Frog did not have many things.
He did not have a bike or a car.
He did have one old book that he read again and again.
And he had a little bed to sleep in, but that was all.
Freddy Frog did not have many things, but
he was happy by the lake.
He looked at the flowers, and he liked to dance.

But most of all, Freddy liked to sing.
In those days, the other frogs did not sing.
They didn't think it was right for frogs to sing.
"Singing is for the birds," they said.
But Freddy Frog liked to sing.
And so he sang and sang because it made
him happy.
Soon the other frogs tried to sing his song.
Can you sing Freddy Frog's song?

❖ ❖ ❖

After reading

Perhaps the best way to finish this story is by having your child sing like a frog. Most children love to make up tunes with "ribbit ribbit" sounds. You might also like to talk about what made this frog different from ordinary frogs.

The Bear Who Wanted to Be Different

(Early Second Grade)

Before reading

This story is about a bear who wanted to be different from all the other bears. What do you suppose a bear might do to try to be different? What might happen if a little bear tried to make himself look like some other animal? This story tells what happened when this bear tried to make himself look different.

A little black bear lived in the woods. He thought that he was very special. But he saw that one little black bear looked just the same as any other little black bear. That did not make him feel like a special bear. He wanted to be different.

One day he watched a deer eating leaves off the trees. He decided he wanted to be like the deer. He would try to look like the deer. He would eat leaves off the trees. Then he would be different from the other bears.

Then he would be very special.

So he found some branches and tied them tight on his head. Now he thought he looked like a deer. Then he tried to eat some leaves. They were not very tasty. They were not tasty like berries. He decided that he would not eat leaves.

He went to show the other bears how special and different he was. But he did not look like a deer to them. They just asked him why he had branches on his head.

❖ ❖ ❖

After reading

You can begin your discussion by asking questions such as these:

- Is this a sad story or a happy one?
- Why?

Everyone wants to be special. You may want to talk about the special qualities that each of you possesses. Being special doesn't mean that you have to look like someone else. Where did the little bear go wrong?

Maria's Surprise

(Late Second Grade)

Before reading

Begin by talking about things children have brought to school to show the other children. What could a child bring that would be really unusual and different from most things that are brought? This story is about a girl who brought a special surprise when it was her turn to share with the others in class.

On Monday morning, Maria wore a pretty new dress when she walked into the classroom. Her eyes were very bright.

It was sharing time that morning, and Mrs. Green looked at Maria. "It's Maria's turn to share today," she said.

Maria walked to the door and opened it. She smiled and said, "You may come in now, Papa." Maria's father walked in with a big

box of Mexican things from his store.

"This is my papa," said Maria. "His name is Mr. Martinez. He is going to show you some interesting things from Mexico."

All the boys and girls clapped, and Papa smiled a big smile.

❖ ❖ ❖

After reading

You can ask questions such as these:

- Do you think the title of the story is a good one?
- Why?

What other special surprises could children bring to class to share? You might use this story to think about the kind of things that Mr. Martinez might have showed the children in Maria's class. If you and your child have been to Mexico, to a Mexican store, or to a Mexican restaurant, you can talk about that experience as an extension of this story.

❺

FINDING BOOKS YOUR CHILD WILL LIKE: INTEREST INVENTORIES

You know your child's tastes in food, clothes, music, and play. Within reason (she can't survive on cookies alone), you probably let her choose things that suit those tastes.

Why not let your child express her taste in books as well? You may be surprised to find that reading will capture her attention as thoroughly as her favorite TV show does. If your child is interested in what she's reading, she'll do it longer. Her attention span will grow, she'll gain confidence in her ideas, and reading may end up on the list with clothes and TV programs rather than on the list with spinach and spelling tests.

You can use your child's interests to select books and to provide a focus for language activities. By doing so, you tell her that her ideas and interests are important. By letting her write some of her own reading materials, you provide her with stories that are familiar and with words that she knows. You help her find her own voice and learn how to share ideas.

How do you find out what your child's tastes are? Just ask. Begin by talking informally. Make a list of things as they are mentioned, and try to find books in those areas. Also share your own ideas.

Teachers and tutors sometimes use an "Interest Inventory" to find out what kids enjoy. This is a series of informal questions that ask children what they like to read and to do. We will suggest some guidelines, but feel free to make any changes that suit your purpose.

Don't pressure your child—an Interest Inventory is *not* a formal test. Your child should never feel that he is being interrogated or that his privacy is being invaded. He should be made to feel that the things which appeal to him also appeal to you, and that together you can explore these interests further.

Inventory No. 1: General Interests

My hobbies are _____.

The game I like to play is _____.

The sport I like to watch is _____.

My favorite TV programs are _____.

The things I like best about these programs are _____

_____.

After school I like to _____.

The subject I like best is _____.

The subject I like least is _____.

If I had three wishes, I would _____

_____.

If I could go anywhere, I would _____.

When I grow up I want to _____.

My idea of a good time is _____.

My favorite flower is _____.

My favorite bug is _____.

My favorite pet is _____.

My favorite food is _____.

My favorite place is _____.

Inventory No. 2: Things I like to read about

Put a check in the column that describes how much or how little you like certain kinds of reading.

	Don't like	Like a lot	Like a little
Stories about real animals			
Mysteries			
Adventure stories			
Funny stories			
Comics			
Science fiction			
Jack and the Bean Stalk			
Three Billy Goats Gruff			
Cinderella			
Drawing, painting, coloring			
Doing puppet shows			
Making model cars			
Taking pictures			
Sewing, cooking			
Science experiments			
Planting indoor/outdoor gardens			
Collecting rocks, butterflies			
Playing sports			
Playing games			
Building things			

The information you gather will help you do a number of things. The following paragraphs discuss some of them.

Select books to read.

At first you may just want to help your child find books to read for fun. If your child has a strong interest in a certain area, then look for books that relate to that interest. Librarians can help you. Also keep in mind that books for recreational reading need not be limited to those your child can read alone. If his interest level exceeds his reading ability, then choose books you can read aloud, or have him read along as much as he can. This helps to build his reading skills and increase his concentration. Ask your librarian for help.

Make vocabulary lists.

As you read books relating to your child's interests, notice any particular terms that are important to each topic. Make lists of these words or put them on 3x5" cards and gradually help your child become familiar with their meanings and spellings. This is a good way to expand your child's vocabulary and understanding of words that are more challenging than those used in everyday conversation.

Plan general activities.

If your child likes sports more than anything else, you can plan activities, field trips, and writing exercises based on sports. Even a simple question-and-answer game can be related to sports: one answer is first base, and so on.

If your child likes fishing, make word-practice fishing expeditions by writing words on fish-shaped cutouts. Attach a paper clip to each cutout, and put all the words into a bowl or other container. Make a fishing rod of a straw or stick with a string tied to the end. Attach a magnet to the string and have your child pull out each word that is "hooked." See if your child recognizes each word and knows its meaning.

If your child likes to act, she can make up plays. If he likes to draw, he can illustrate stories. If your child likes games, let her make the game cards on boards.

Plan writing activities.

There's a story about Helen Keller that tells how much trouble she had with writing in college. Without sight or hearing, she found it almost impossible to write descriptive papers. Then a teacher suggested that she write about being blind and deaf—something she knew very well. She had indeed found her interest, her specialty—her voice.

You can help your child with reading and writing by encouraging him to write about what he knows and likes. Because he is familiar with the vocabulary, the material a child creates may be easier for him to read than things in other books. If language or dialect differences create problems, or if your child hasn't quite developed the necessary motor skills or knowledge of spelling, then you can offer to be his secretary.

If your child is interested in science, she can write observations about plants, animals, or fish: how they behave, what they eat, and so on. If your child is a camera fan, he can take pictures or use existing pictures to create a book or bulletin board display, with sentence captions for each picture. Children who like baseball might like to write about a game they saw, or they might explain how the game is played.

Information about your child's interests can be used in other ways as well. It may just give you things to talk about, and good talk builds good verbal skills. You may also be able to find some role models for your child. Follow through on this by finding biographies of famous people and helping your child find out more about them.

Regardless of how you use the information in the interest inventory, it's bound to help your child become a better reader and writer.

6

TRYING BOOKS ON FOR SIZE: READABILITY LEVELS

Although it is important to find books that interest your child, you also want to find books that match your child's reading ability. After all, books that your child can read alone are going to be the most meaningful.

We're not talking about a standardized test or about how well your child can read. Instead, we want to address questions such as these:

- Can she recognize words?
- Does she understand what she's reading?
- Does she get involved with what she's reading?
- Can she retell what she has read, using her own words?
- Can she answer questions about what she's read?
- Are certain mistakes made over and over?
- Does she know enough words to make her reading fluent?

Your child may need different levels for different purposes. On the one hand, you will want to choose some books that present a challenge but aren't overly difficult. This means that your child may need help on a word or an idea here and there, but most of the material can be understood. Books of this type represent the right *instructional level* for your child. They will help her become a better reader because material that is too easy won't build vocabulary or stretch her mind.

On the other hand, you want to avoid the frustration that comes with trying to read material that is too difficult. This can cause a child to dislike reading and to develop habits that lead to poor comprehension. A child who thinks that reading is nothing more than "calling out words" without understanding them will probably not attempt to understand easier material with familiar words.

It is not difficult to deal with these challenges. First of all, stick to relatively easy books for recreational reading. The reading itself should not be a chore; the important thing is to keep the focus on interest and understanding. If you have run out of books that suit your child's interests and are easy to read, then move on to more advanced books that you can read to her. Stop often to talk about things, to explain them in simpler terms, and to have your child give her own views on what she's heard.

There are other things to keep in mind about reading levels. If your child is working with a basal reader of the type often used in school, remember that the reading levels assigned to these readers are *average* levels. As you know, there's no such thing as an "average" child. Grade level may mean nothing; it's not unusual for a roomful of children in the same grade to be reading at half a dozen different levels of ability. Choose material that is right for your child, regardless of how it is labeled.

How are reading levels determined?

One way to determine your child's reading ability is to use an informal reading inventory. Have your child read each of the selections in the *Reading Inventory* given later in this chapter. Keep track of the number of words that cause your child to stumble. When your child has finished reading each selection, ask him or her to tell you what it was about. If your child has no trouble with a particular selection, then that indicates the book is okay for recreational reading.

When your child knows about 95 percent of the words and understands about 75 percent of the content, then you have reached what is called the *instructional level*: the reading is challenging but not overly difficult. You may want to see which of the selections your child can read in order to get a general idea of the appropriate instructional level.

How can reading levels help you choose books?

Library materials are sometimes given a readability level by the publisher. A librarian can probably help you find books that are close to your child's level. Remember, though, that the levels on book jackets are just suggestions. The only way to be sure is to let your child try a book for herself by picking a page and reading it to see how hard she has to work. If the subject is really interesting, then a book that is below the instructional level may work because and your child can focus on the

content. If the book is difficult but still interesting, then help your child with any words that cause problems.

If you know your child's reading level, you can ask your librarian to help you find books at the appropriate level. If you aren't sure of the right level, then look for easy books to begin with.

Try to find books that you think your child can read. Choose areas of strong interest whenever possible. Suggest several books, if necessary, until you find something interesting. Offer to read to your child; remember that he can follow along and read the easier parts with your. Don't force him to take a book he doesn't want.

In addition to level of difficulty, a reading inventory may be used to identify problems your child may have with reading. Some things to watch for are these:

1. Listen closely. Is your child reading with expression or just saying words one after the other? Does she pause at commas and stop after periods or questions marks? These things indicate how well your child understands what she is reading.

2. Decide whether or not certain words are consistently confused or mispronounced. Are some words often substituted for another, such as *was* for *saw* or *see* for *sit*?

3. Are there words she doesn't try at all?

4. Can your child answer questions about the paragraph after it's read?

Glossary

These terms are used in *Tutoring for Reading and Writing*. The brief definitions and examples may help you guide children as they use the sample worksheets.

Comprehension: The word comprehension covers many activities designed to help a reader to understand the text or to build meaning about a subject based on reading: recalling information, finding information, making inferences, evaluating ideas, applying ideas, drawing conclusions, giving personal responses *are all activities that promote comprehension.*

Consonants: Those letters of the alphabet that stand for sounds that interrupt and introduce vowel sounds. In the word *cat*, for instance, the *c* and the *t* are consonants that help us mark off the *a* sound and distinguish the word *cat* from the word *bad.*

Consonant blends: Two or more consonants are used together and each one retains the sound of the original consonant, for instance, **br** in *bread,* **st** in *stop,* **bl** in *blend.*

Consonant digraphs: Two or more consonants are used together, but they represent a sound that is different from the original consonants, for instance, **th** in *through,* **ph** in *photo.*

Double vowels or Vowel digraphs: Two vowels are used together usually indicating the long sound of the first vowel, for instance, **oa** in *boat,* **ea** in *meat.*

Experience story: When a child dictates a story and an adult writes the story, it is referred to as an *experience story;* that is, a story that comes from the experience of a child told in the child's own words. The child and/or parent is able to read the story immediately because the words came directly from the child in a manner that is easy for the child to follow word by word.

Final "e" marks long vowel sound. Some single syllable words with a long vowel sound use an *e* at the end to mark the long sound of the previous vowel, for instance, *gate, ride, rope, tune.*

Locating information: When a child need only find specific information in the text, he or she engages in a "**point and answer**" comprehension activity. Some writers refer to this as text-based answers or text-specific answers. This activity occurs most often when someone asks for *details* or for *the order of events.*

Personal reflections: When a child responds to a story or text by giving personal thoughts, the activity goes beyond the text. *Inferences, conclusions, judgments, and applications* are personal responses: they start with the text then allow individual interpretations or personal ideas about the text. This type of activity is sometimes referred to as *higher order thinking.*

Phonemic awareness: The awareness of the sounds in words that distinguish words and word parts which help children learn to read and to spell. The difference between *bat* and *cat,* for instance, is the difference between the phonemes (distinctive word sounds) /b/ and /c/. Phonemic awareness contributes significantly to children's success in early reading.

Prefix: A prefix is a meaning-bearing syllable placed at the beginning of words, for instance: **un** in *unwise,* **pre** in *predict,* **inter** in *interoffice.*

Read aloud: Reading aloud to one another serves as a way to create interest, to identify reading problems, and to foster the exchange of ideas between you and your child. You can even take turns reading aloud to one another, where that seems to foster a more favorable or constructive environment.

Self-correct: As much as possible, you want your child to take responsibility for correcting reading and writing. When appropriate, ask your child to look at his or her writing or to think about reading. Does it sound right? Does it look right? If not, circle the questionable word or phrase and respell it or say it another way. This approach starts with the learner. It gives you an opportunity to offer advice and to guide your child in avoiding the same mistake in the future.

Suffix: A suffix is a meaning-bearing syllable placed at the end of words, for instance: **ful** in *helpful,* **ment** in *commandment,* **ant** in *attendant.*

Think aloud: In a *think-aloud activity* the reader makes regular comments about what is going on in his or her mind. The need for clarification, questions about the validity of the text, surprise at the use of vocabulary, attempts to follow the logic of the text—all are examples of think-aloud comments. This activity gives you an opportunity to interact with your child over the text.

Vowels: Those letters of the alphabet that stand for the open mouth sounds of **a, e, i, o, u,** as seen in the short vowel words *bad, bed, bid, bop, bud* and the long vowel words *gate, meet, ride, rope, tune.*

Reminder

If your child needs more help than you are able to give, discuss the situation with a teacher or call the Family Learning Association. The Family Learning Association has a website, books, and pamphlets on reading, phonics, spelling, writing, vocabulary, math, and so on. These products and services may give your child the guidance and the practice that he or she needs to become fluent and effective in all the basic skills.

Website: **www.kidscanlearn.com**

Call 1-800-759-4723 and ask for the Family Learning Association.

APPENDIX A

Tips for Tutoring

General Tips

1. Be natural; be yourself.

2. Make tutoring special. Arrange a regular time and a suitable place, and keep to your schedule. If this isn't always possible, let your child know why and set a new time.

3. Give your child your full attention; listen closely and respond to his questions.

4. Let your child know that you are truly interested in him. Ask questions about his interest, his friends, his problems.

5. Let your child know that you are human, too. Don't be afraid to make mistakes, laugh about them, and correct them.

6. Whenever possible, do each exercise with your child: play the game with interest or complete the writing exercises yourself.

7. Set an example by being courteous and respectful.

8. Be prepared; have all your materials ready.

9. Keep the lesson moving. When you notice your child losing interest, change to another activity.

10. Emphasize success. Build your child's self-confidence by letting him know that you think he can do well.

11. Be patient. Progress may seem slow, but after a few months you'll notice gains in skills, in confidence, and in interest.

Reading Tips

1. Begin at the level at which your child can succeed. Move very gradually to more difficult tasks.

2. Give rewards for success. Praise is usually enough, but occasionally it is a good idea to do something special. Make sure the rewards relate to reading: a book, a new pencil or journal, a reading game, or a sticker, for example.

3. Build each lesson around your child's interests.

4. Talk about the stories and let your child express her ideas about them. Make sure your child understands what she's reading.

5. If your child doesn't know the answer to a certain question, don't tell her. Give her time to think and to figure things out, but don't make her feel uncomfortable, frustrated, or "dumb."

6. Help your child learn new words and *use* them. Suggest that she carry a few index cards to practice when she has some free time. Put one new word on each card, with a picture or definition on the other side. Your child can add cards gradually.

7. Help your child find books she likes to read. If she can't read certain books about topics of interest, then read to her.

9. Let your child make up her own stories: She dictates, you write, and then she reads her own creations.

10. Let your child see you reading. Have a variety of reading materials around the house. Encourage your child to "read" newspapers or magazines with you.

11. Make reading fun for your child. Let her know that it is just as important to *enjoy* reading as it is to know how to read.

12. Make your own tutoring materials, and let your child help. Be sure to include some games along with everything else.

13. Show your child how to be a careful listener. The best way to do this is to listen to her with interest and respect.

14. Whenever possible, move around some during the lesson. "Acting Out" stories helps children understand and enjoy them.

15. Do things that help your child learn to read: seeing words, tracing them with an index finger, saying them out loud, and hearing them.

16. Use everything imaginable to teach reading: books, magazines, newspapers, signs, labels, catalogs, cookbooks, etc.

Writing Tips

1. Create a positive environment. Go places and see things with your child and then talk about what you have seen. Good talk provides a strong basis for good writing. Younger children learn to use language more effectively when parents share experiences and talk about them.

2. Let your child see you write—often. You can set an example and be a teacher at the same time. Let your child see you write notes to friends, letters to businesses, and even stories to share with others.

3. From time to time, read aloud what you have written and ask your child's opinion of what you've said. If it could be improved, then so much the better. Making changes in your writing lets your child know that revision is a natural and desirable part of writing.

4. Be as supportive as possible in helping your child write. Talk through her ideas and help her discover what she wants to say. Supply help with spelling or punctuation whenever such help is requested, but don't hasten to correct every error. Your most effective role is as a helper, not a critic.

5. Provide a suitable place in which your child can write. A quiet corner is best—the child's own place, if possible. However, any flat surface with elbow room, a comfortable chair, and good light will do.

6. Give gifts related to writing (and encourage others to do so as well). These can includes various kinds of pencils or pens, a desk lamp, pads of paper, and a booklet for a diary or journal. (This should remain your child's

private property, to be shared only when she wants to.) Another good gift is a dictionary that suits your child's age and needs. A dictionary is good for much more than checking spelling: It can also give example sentences, show pronunciation, and provide synonyms and antonyms. Older children will benefit from a thesaurus as they learn to search for just the "right word." A computer will be helpful as well.

7. Encourage your child to write often, but don't demand it. Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognize that the desire to write is a sometime thing. There will be times when your child "burns" to write, and other times when she doesn't. However, frequency of writing is important if the habit of writing is to be established.

8. Praise your child's efforts at writing. Emphasize her successes, and resist the tendency to focus on mechanical errors. For every mistake that is made, there are dozens of things she has done well.

9. Share letters from friends and relatives. Treat such letters as special events. Urge relatives and friends to write notes and letters to your child. Writing is most rewarding when your child gets a response. When thank-you notes are in order, sit down and write your own notes at the same time. Space the work out instead of writing a large number of notes all at once.

10. Be alert for occasions that allow your child to be involved in writing. For example: helping with grocery lists; adding notes at the end of your letters; sending holiday and birthday cards, taking telephone messages; helping to plan trips by writing for information; preparing invitations to family get-togethers.

Writing for real purposes is rewarding, and many daily activities present opportunities for such writing. Involving your child may take some coaxing, but it will be worth the effort. Here are a few examples of the kinds of messages your child can begin to write.

GROCERY LIST

Help your child print the items or trace over letters after you have printed them.

milk

eggs

bread

soup

INVITATION

Give an outline such as the following and help your child fill in the information.

Date _____

To: _____

From: _____

Please come to: _____

When: _____

Where: _____

LETTER

Children often have to (or should) write thank-you notes. You can help your child write a note such as the following.

Dear _____,

Thank you for the book. It has nice pictures. I like it.

Love,

_____

APPENDIX B

Help Your Children Feel Good about Themselves

Reprinted with permission, *Parents Sharing Books*, ©1998, EDINFO Press

Esteem-Building Skill 1: Give lots of praise.

Look for achievement, even in small tasks, and praise your child often. You are more likely to promote the behavior you want when you emphasize the positive, and your praise will help your child have positive feelings.

Esteem-Building Skill 2: Praise effort, not just accomplishment.

Let your child know that he/she does not always have to win. Trying hard and giving one's best effort are noble feats in themselves.

Esteem-Building Skill 3: Help your child set realistic goals.

If either you or your child expect too much, the resulting failure can be a crushing blow. If a child who is an average athlete announces that he plans to become the school quarterback, it might be wise to suggest gently that just making the team would be a wonderful goal and a big honor.

Esteem-Building Skill 4: Don't compare your child's efforts with others.

There will always be other children who are better or worse at sports than your child, more or less intelligent, more or less artistic, etc. Your child needs to realize that a good effort can make you just as proud as a blue ribbon.

Esteem-Building Skill 5: When correcting, criticize the action, not the child.

A thoughtless comment can be devastating to a child. A child still takes an adult's word as law, so parents should notice how they phrase corrections.

Helpful Example: "Climbing that fence was dangerous. You could have been hurt, so don't do it again,"

Hurtful Example: "You shouldn't have climbed that fence. Don't you have any sense?"

Esteem-Building Skill 6: Take responsibility for your own negative feelings.

One constructive way to share your own negative feelings about a situation is to use "I Messages." "I Messages" do not make children feel that they are under attack or that they are intrinsically bad.

Helpful Example: ("I Message"): "Keeping the house neat is important to me. I get upset when you leave your books and clothes in the hall."

Hurtful Example: "You act like a pig sometimes. When will you learn to put things where they belong?"

The "I Message" gives an honest statement of the parent's desire for change, but it also respects your child's feelings.

Esteem-Building Skill 7: Give your child real responsibility.

Children who have regular duties around the house know that they are doing something important to help out. They learn to see themselves as useful and important members of a team. Completing their duties also instills a sense of accomplishment.

Esteem-Building Skill 8: Show your children you love them.

Hugs, kisses, and saying "I love you" help your child feel good about him/herself. Children are never too young or too old to be told that they are loved and highly valued.

In families where parents are divorced, it is helpful if the nonresident parent also expresses love and support for the child. When the parent-child relationship is strong and loving, single-parent families, including those where parents are widowed or unmarried, can give children the same basis for self-esteem as two-parent families.

APPENDIX C

Lists of Books

The books listed on the following pages should be readily available in libraries and bookstores. You will find suggestions for Preschool Books, for Read-along Books, and for Predictable Stories.

Preschool Books

Very young children enjoy hearing these stories and looking at the pictures as you read to them.

Ahlberg, Janet and Allan. *The Baby's Catalogue.*
Bang, Molly. *Ten, Nine, Eight.*
Barton, Myron. *Airport.*
Brooke, Leslie. *Ring O'Roses.*
Brown, Margaret Wise. *Goodnight, Moon.*
_____. *The Important Book.*
_____. *The Runaway Bunny.*
Burningham, John. *Mr. Gumpy's Outing.*
Burton, Virginia. *Mike Mulligan and His Steam Shovel.*
Carle, Eric. *The Very Hungry Caterpillar.*
Cohen, Miriam. *Will I Have a Friend?*
deAngeli, Marguerite. *Book of Nursery and Mother Goose Rhymes.*
Ets, Marie Hall. *Just Me.*
Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book.*
Flack, Marjorie. *Angus and the Ducks.*
Gag, Wanda. *Millions of Cats.*
Galdone, Paul. *The Gingerbread Boy.*
_____. *The Three Bears.*
Grimm, Jakob and Wilhelm. *The Shoemaker and the Elves.*
Hoban, Russell. *Bedtime for Frances.*
_____. *Best Friend for Frances.*
Hurd, Edith. *The Mother Whale.*
Isadora, Rachel. *I Hear.*
_____. *I See.*
Keats, Ezra Jack. *Peter's Chair.*
_____. *Regards to the Man in the Moon.*

_____. *The Snowy Day.*
Kunhardt, Dorothy. *Pat the Bunny.*
Leaf, Munro. *Ferdinand.*
Long, Earlene. *Gone Fishing.*
Maestro, Betsy and Guillio. *Traffic: A Book of Opposites.*
Massie, Diane. *Dazzle.*
_____. *Walter Was a Frog.*
Mayer, Mercer. *Frog Goes to Dinner.*
Minark, Else. *Little Bear.*
Munari, Bruno. *Minari's ABC.*
Numeroff, Laura. *If You Give a Mouse a Cookie.*
Parish, Peggy. *I Can—Can You?*
Piper, Wally. *The Little Engine that Could.*
_____. *Mother Goose: A Treasury of Best-Loved Rhymes.*
Potter, Beatrix. *The Tale of Peter Rabbit.*
Showers, Paul. *The Listening Walk.*
Singer, Isaac Bashevis. *Why Noah Chose the Dove.*
Skorpen, Liesel. *Charles.*
Spier, Peter. *Crash! Bang! Boom!*
Tafuri, Nancy. *Have You Seen My Duckling?*
Tresselt, Alvin. *It's Time Now!*
Udry, Janice. *A Tree Is Nice.*
Waber, Bernard. *Lyle Finds His Mother.*
Wells, Rosemary. *Benjamin and Tulip.*
Wezel, Peter. *The Good Bird.*
Williams, Garth. *Baby Farm Animals.*
Williams, Vera B. *A Chair for My Mother.*
Winter, Jeanette. *Hush Little Baby.*
Wright, Blanch. *The Real Mother Goose.*
Yolen, Jan. *Owl Moon.*
Zolotow, Charlotte. *William's Doll.*

Read-Aloud Books

These books enable you and your child to sit together and explore the story and pictures. They are listed according to broad themes to help you choose books that illustrate something your family finds important.

Sharing with Friends

Ancona, George. *Getting Together.*
Cohen, Miriam. *Will I Have a Friend?*
Gretz, Susanna. *Frog in the Middle.*
Heine, Helme. *Friends*
Johnson, Delores. *What Will Mommy Do When I'm at School?*
Simon, Nora. *I'm Busy, Too.*

Speak and Listen

Aylesworth, Jim. *Country Crossing.*
Hautzig, Ester. *In the Park.*
Kamen, Gloria. *Paddle, Said the Swan*
Keats, Ezra Jack. *Apt. 3.*
Schlein, Miriam. *Big Talk.*
Serfozo, Mary. *Rain Talk.*

Paint and Build

Browne, Anthony. *The Little Bear Book.*
Hoban, Tana. *circle, triangles and squares.*
_____. *Read Signs.*
Hutchins, Pat. *Changes, Changes.*
Jonas, Ann. *Round Trip.*
Serfozo, Mary. *Who Said Red?*

Eat Well

Gross, Ruth Belov. *What's on My Plate?*
Morris, Ann. *Bread, Bread.*
Sharmat, Mitchell. *Gregory, the Terrible Eater.*

Sing and Dance!

Isadora, Rachel. *Max.*
Langstaff, John. *Oh, A-Hunting We Will Go.*
Sage, James. *The Little Band.*

Animal Friends

Allen, Majorie, and Shelley Rotner. *Changes.*
deRegniers, Beatrice. *May I Bring a Friend?*
Domanska, Janina. *Little Red Hen.*
_____. *What Do You See?*
Hutchins, Pat. *Good-Night Owl.*
_____. *Rosie's Walk.*
Keats, Ezra Jack. *Hi, Cat!*
_____. *Kitten for a Day.*
_____. *Pet Show.*
Reeves, Mona Rabun. *I Had a Cat.*

Tales of Wonder

Ancona, G. and M. Beth. *Handtalk Zoo.*
Brown, Marcia. *Stone Soup.*
Dragonwagon, Cresent. *Half a Moon and One Whole Star.*
Greeley, Valerie. *White Is the Moon.*
Jones, Maurice. *I'm Going on a Dragon Hunt.*
Takeshita, Fumiko. *The Park Bench.*

Guidebooks and Journals

Conlon, Alice. *Giving Mrs. Jones a Hand: Making Group Storytime More Pleasurable and Meaningful for Young Children.* EJ441883 http://uncweb.carl.org/

Gillespie, John T. and Nade, Corinne J. *Best Books for Children.*

Kimmel, Margaret Mary and Segel, Elizabeth. *For Reading Out Loud! A Guide to Sharing Books with Children.* Revised and Expanded Edition.

Trelease, Jim. *The Read-Aloud Handbook.* Fourth Edition.

Yopp, Hallie Kay. *Read-Aloud Books for Developing Phonemic Awareness: An Annotated Bibliography*. EJ501198
http://uncweb.carl.org/

Internet Sites

Children's Literature Web Guide
http://www.ucalgary.ca/~dkbrown/index.html

ERIC Clearinghouse on Reading, English, Communication
http://www.indiana.edu/~eric_rec

National Council of Teachers of English
http://www.ncte.org/

Oak Park School District
http://www.math.uic.edu/oakpark/district97/readinglist/readaloud-k.html

SCORE (Schools of California On-Line Resources for Education)
http://www.sdcoe.k12.ca.us/score/cla.html

Predictable Books

These books contain patterns of language and of plot that enable children to participate quickly in the act of reading. After hearing a predictable story once or twice, a young child can pick up the book and revisit alone, telling his own version of the story as prompted by the pictures.

Aliki. *Go Tell Aunt Rhody.*
_____. *Hush Little Baby.*
Asch, Frank. *Monkey Face.*
Beckman, Kaj. *Lisa Cannot Sleep.*
Blake, Quentin. *Mr. Magnolia.*
Bonne, Rose, and Alan Mills. *I Know an Old Lady.*
Brown, Margaret Wise. *Four Fur Feet.*
_____. *Home for a Bunny.*
Carle, Eric. *The Grouchy Ladybug.*
Charlip, Remy. *Fortunately.*
Cook, Bernadine. *The Little Fish that Got Away.*
Duff, Maggie. *Jonny and His Drum.*
Emberley, Barbara. *Simon's Song.*
Ets, Marie Hall. *Elephant in a Well.*
Flack, Marjorie. *Ask Mister Bear.*
Galdone, Paul. *Little Red Hen.*
Horrman, Hilde. *The Green Grass Grows All Around.*
Ivimey, John. *Three Blind Mice.*
Keats, Ezra Jack. *Over in the Meadow.*
Klein, Lenore. *Brave Daniel.*
Koontz, Robin. *This Old Man: The Courting Song.*
Langstaff, John. *Oh, A-Hunting We Will Go.*
_____. *Frog When A-Courtin'.*
Lobel, Anita. *King Rooster, Queen Hen.*
Mack, Stan. *10 Bears in My Bed.*
Martin, Bill. *Fire! Fire! Said Mrs. McGuire.*
Mayer, Mercer. *Just for You.*
Memling, Carl. *Ten Little Animals.*
Peppe, Rodney. *The House that Jack Built.*
Quackenbush, Robert. *Skip to My Lou.*
Raffi. *Five Little Ducks.*
Robart, Rose. *The Cake that Mack Ate.*
Sendak, Maurice. *Where the Wild Things Are.*

Stevens, Harry. *Fat Mouse.*
Vipont, Elfrida. *The Elephant and the Bad Boy.*
Welber, Robert. *Goodbye, Hello.*
Zelinsky, Paul. *The Wheels on the Bus.*
Zolotow, Charlotte. *Do You Know What I'll Do?*

Books for young learners from the *Family Learning Association*

Phonics Plus, Books A, B, C

Book A: Children learn to discriminate sound-symbol correspondences through listening, saying, seeing, and writing the letters of the alphabet. Grades K-1.

Book B: Children learn basic short and long vowel sound-spelling patterns through systematic activities that include writing whole sentences. Grades 1-2.

Book C: Children learn advanced sound-spelling patterns, prefixes, suffixes, and other means for reading and writing accurately. Grades 3-4.

Spelling for Writing, Levels 1, 2, 3

Children learn to spell logically and systematically by using the well-researched spelling pattern approach and through writing words in sentences and paragraphs. By the end of **Spelling for Writing, Level 3**, (third grade) children have a huge repertoire of words and spelling patterns that they can use in their writing. Grades 1-3.

My Galaxy of Memories, Feelings, and Dreams

This delightful journal encourages children to gather family stories as well as their own reflections on their life and learning. Grades 2-6.

Tutoring Children in Reading and Writing, Books K, 1-2, 3-4

Help children with homework and ideas that enable them to keep pace with their classmates. Parents and tutors will find developmental guidelines and many practical activity sheets on word recognition, comprehension, and composition.

The Family Learning Association has a wide variety of products and services for parents and children who are learning together.

For a catalog or for information call
1-800-759-4723

For free ideas and lesson activities, visit our website:
www.kidscanlearn.com

Family Learning Association
3901 Hagan St., Suite H
Bloomington, IN 47401

Tutoring Children Is an Ongoing Effort!

- **Help children with homework**
- **Catch up with classmates**
- **Learn strategies for all subjects**
- **Read fluently by grade four**
- **Write well-organized compositions**

Our national **Goals 2000** calls for millions of tutors to help all children to read and to write on grade level by the end of the third grade. To accomplish this requires parents and volunteer tutors to work with schools to see that children get the guidance and the practice they need to succeed!

The Family Learning Association, a non-profit organization for those who help children with their learning, has utilized the resources of the ERIC system and the experience of teachers in providing **Tutoring Guidebooks** that give guidelines and practical activities for grades K–4.

For information and a catalog of resources, call 1-800-759-4723.

FAMILY LEARNING
ASSOCIATION